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ABSTRACT

This publication for principals about after-school programs provides practical assistance with guidelines for administration, resources for information, collaboration, and funding, along with evaluation checklists. Drawing increasing government attention, after-school programs are overwhelmingly popular with the public as a means to reduce juvenile crime, provide quality childcare, and improve academic achievement. Programs should avoid overburdening schools by collaborating with the entire community and including parents, social-service agencies, public facilities, and governments. Programs should be comprehensive, combining educational, enrichment, and cultural or recreational learning activities. Principals should lead staff in using schools as catalysts for after-school programs, drawing on community links, facilitating transportation, providing space, promoting professional development, and establishing standards. Quality school-based programs promote community involvement, offer high-quality programming for all students, ensure safety, are adequately funded, and are sensitive to children's development. Because some children prefer a more home-like experience, schools should cooperate and communicate with parents regarding quality community-based programs and offer supportive transportation polices. Appendix A provides a checklist of quality indicators (12 pages). Appendix B is a planning guide (5 pages). Appendix C lists 36 National School-Age Alliance standards for human relationships, indoor and outdoor environments, safety, health and nutrition, and administration. Appendix D contains tables of the California Department of Education Indicators and Measures of Desired Results. (Contains 46 references, 99 organizational contacts, and 27 Web sites.) (TEJ)

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After-School Programs & The K-8 Principal

Standards for Quality School-Age Child Care
Revised Edition

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NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS

After-School Programs & The K-8 Principal

Standards for Quality School-Age Child Care
Revised Edition

NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS

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FOREWORD

When NAESP began the revision of this publication, we were pleased and gratified by the number of individuals and organizations who were eager to participate. Clearly, as the 20th century draws to a close, the safety and welfare of our children is a national priority. Over the past decade, we have seen numerous alarming incidents of juvenile crime and antisocial behaviors as well as a disturbing drop in children's performance on learning assessments. As our nation becomes increasingly diverse, there is a growing undercurrent of intolerance and unrest, most significantly among our youth. Parents, educators, government, and business alike are seeking solutions to safeguard our children's futures—and more and more their attention has focused on the after-school hours.

After-school programs offer, first and foremost, safe and caring environments for children. But they also can be places where children learn positive social skills through group interaction, contribute to the community through service projects, receive homework and remedial assistance, sharpen technology skills, develop a lifelong interest in reading, learn to appreciate diversity, and find supportive adult role models. A well-designed, well-run program can make a significant difference for children, but educators and child care professionals cannot create or sustain such programs without the commitment and support of their communities.

An extraordinary opportunity exists for principals to bring their schools and communities together to plan and support after-school programs. This publication was developed to provide practical assistance with:

- Guidelines for administration and programming
- Resources for information, collaboration, and funding
- Checklists for program evaluation and improvement planning

NAESP is grateful for the contributions of those individuals and organizations who were partners in our revision process. Each brought a unique point of view, but all shared a common concern for the welfare of children. As a result, the publication has been enriched beyond our original expectations. We hope this collaborative effort will serve as a model for schools and communities across the nation as they work together to provide quality after-school programs for children.

-National Association of Elementary School Principals

INTRODUCTION

The first edition of NAESP's *Standards for Quality School-Age Child Care*, released in 1993, responded to a growing concern among elementary and middle school educators over the effects of changing social and economic trends on our nation's children. During the '70s and '80s, substantial increases in the number of single-parent families and those with two working parents left an estimated three-in-four school-age children needing before- and after-school care. Approximately 5 million became "latch key" children: caring for themselves during the hours between close of school and their parents' return from work. They often experienced fear, loneliness, and boredom at home, or confronted the lure of drugs, alcohol, and crime on the streets. Recognizing the correlation between children's sense of well being and their ability to learn, K-8 educators were eager to offer solutions to this issue. A 1988 NAESP survey of 1,175 principals indicated 84 percent believed children in their communities needed supervision before and after school, and two-thirds felt that public schools should provide that care.

In 1991, NAESP and the National Institute on Out of School Time (formerly the SACC Project) at Wellesley Center for Research on Women received a three-year grant from the Kellogg Foundation, the Primerica Foundation, and an anonymous donor to provide schools with training and information on school-age child care. As part of that grant, NAESP convened a committee of principals to assist in the development of the first *Standards for Quality School-Age Child Care*.

Since the release of that first edition, the need for affordable and accessible after-school programs has received increasing attention at local, state, and federal levels. One compelling reason is that juvenile crime triples during the hours immediately after school (FBI, 1998). Youth are also more likely to be victims of violent crime during the after-school hours (Office of Juvenile Justice and Delinquency Prevention, 1996). Data indicate that students who spend 1-4 hours per week in extracurricular activities are 50 percent less likely to use drugs and one-third less likely to become teen parents (U.S. Department of Health and Human Services, 1995). A 1999 Mott/JC Penney poll found that adults view after-school programs as one way of deterring violence by providing children with safe environments, teaching them respect for people different from themselves, providing structured, adult supervision, and teaching ways to resolve conflicts.

Another reason that access to after-school programs has become a priority is the continuing rise of parents in need of child care. Welfare reform aimed at moving recipients into the workforce within a limited timeframe has contributed to the growing numbers of working parents with child care needs. In 1998, according to the Bureau of Labor Statistics, over 28 million children had two parents or their sole provider working outside the home. While firm figures are more difficult to determine, current estimates of the number of children in self-care (latch key children) range from 2 to 15 million.

The national debate over our children's declining academic achievement has caused parents, schools, and government officials to take a fresh look at the opportunities for learning that exist in the after-

school hours. In a 1999 survey of the voting public, parents surveyed ranked expanding quality after-school programs #2 (after "getting parents involved in schools") as a means to improve the performance of students (Lake, Snell, & Perry). In a 1994 Harris Poll, half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. And both the United States Conference of Mayors (in 1998) and the National Governors' Association (in 1999) listed expanding after-school programs among their top priorities.

Overwhelmingly, voters favor providing school-based after-school programs in their communities (92 percent). The most important reasons, according to a 1998 poll by Lake, Snell, & Perry/Tarrance Group, is that voters feel schools have the necessary facilities (83 percent), are safe (80 percent) and trusted places (76 percent), and are conveniently located (80 percent). In a 1999 poll of the voting public, almost half of parents surveyed believe that individual schools or school districts should be responsible for setting up after-school programs (Lake, Snell, & Perry/Tarrance Group). While NAESP's 1988 survey indicated that two-thirds of principals felt public schools should provide school-based after-school programs, the National Center for Education Statistics reported in 1996 that seventy percent of all public elementary and combined schools did not offer before- or after-school programs.

Principals and their staffs may already feel overburdened by school reform imperatives to address the needs of our increasingly diverse student population, state and national standards, assessment and evaluation, as well as improved school safety. They may well view the move toward school-based after-school programs as one more initiative in this growing agenda. The purpose of this revised edition is to emphasize that while schools should take a leadership role, they need not tackle the problem alone. In fact, the best programs incorporate the ideas, efforts, and cooperation of the entire community, including parents, social service agencies, public facilities, and government. In addition to suggestions on how such community efforts might be initiated and maintained, we have provided information on a variety of sources for financial, management, and programming support.

We also encourage schools to view after-school programming as an essential and integral part of school reform. Opportunities abound for enhancing the academic program by providing remedial support for low achieving students, homework assistance, opportunities to acquire and practice technology skills, and a variety of enrichment activities that apply basic skills to real-life situations. Participating in community service activities, as well as sports and recreation, can enhance students' self-esteem, cooperation, and sense of belonging to the greater community. Time spent in constructive activities, with the supervision and support of caring adult role models can be the best deterrent to engaging in unsafe or violent behaviors.

Although there is no best model for an after-school program, practitioners and researchers have found that the most successful programs offer safe environments staffed by caring and competent adults and their creation is often a result of collaborative community efforts.

These programs tend to combine education, enrichment, and cultural or recreational learning activities that give children opportunities for healthy and positive development. Common elements include the following (adapted from *Safe and Smart: Making the After-School Hours Work for Kids*, U.S. Department of Education):

- Goal setting and strong management
- Quality after-school staffing
- Low staff/participant ratios
- Attention to safety, health, and nutrition issues
- Appropriate environments with adequate space and materials
- Effective partnerships between parents and volunteers, schools, community-based organizations, juvenile justice agencies, law enforcement, youth serving agencies, business leaders, community colleges, etc.
- Strong family involvement
- Coordination of learning with the regular school day
- Linkages between school-day teachers and after-school staff
- Evaluation of program progress and effectiveness
- Provision of diverse educational enrichment and social development opportunities
- Plans for sustainability

NAESP is pleased to have had the cooperation of the National Institute on Out of School Time, the National School-Age Care Alliance, and the U.S. Department of Education in preparing this revised edition: *After-School Programs and the K-8 Principal*. As with the first edition, our process was guided by an advisory committee of principals and child care professionals who collectively represent years of experience with school-based and community-based programs. We hope this document will encourage and support schools in their efforts to develop or improve after-school programs. As always, we look to the field for advice and suggestions. Feedback on successful initiatives and new approaches, as well as how NAESP can continue to serve in this important work, is welcomed.

THE ROLE OF THE SCHOOL

The role of the school should be that of a strong community ambassador and advocate of quality after-school programs.

The school can provide leadership in establishing communication, cooperation, collaboration, and participation among families, school-day and after-school staffs to improve learning opportunities for children and maximize their opportunities for success. The principal is key in motivating staff to participate in innovative program practices, in establishing instructional linkages between in-school and after-school activities, in promoting organizational change and behavior, and in encouraging strong interpersonal relationships among all staff working for children. The principal is also vital in ensuring that space, transportation, administrative and custodial support, and school resources are available to the after-school program. Thus, the principal and school staff should be active participants, beginning with the after-school program planning process.

Through its access to parents, schools can assist in researching existing providers, assessing the level of need for additional services, informing parents of after-school programming opportunities, and encouraging student and parent involvement in after-school programs. The school typically has well-established relationships with community and government agencies, religious groups, civic organizations, and other school personnel, and the principal is in an excellent position to explore partnerships to support and sustain after-school programs.

Both the principal and school staff understand that a child's ability to learn is affected by what happens outside as well as inside the school setting. They have a vested interest in shaping the nature of after-school experiences and the expertise to ensure the quality of those experiences. The expertise of school staff can be invaluable in sharing academic performance goals, establishing after-school goals, developing action plans, and designing educational enrichment opportunities. Thus it is important that school and after-school staffs work together to create continuous and connected learning opportunities throughout the day. The school might, for example, identify a member of its staff to serve as liaison to the after-school program. The liaison can help maintain a flow of information by holding regular meetings to identify complimentary goals, set outcomes for individual children, share and reflect on successes and challenges, create complimentary alignments between school-day and after-school learning, and establish a process for evaluating program progress and effectiveness.

Quality staff development is a priority for everyone who has an impact on children's learning. The school can provide opportunities for after-school staff to develop management and collaboration skills, to recognize the elements of a quality program, and to design a variety of learning activities that differ from, yet compliment, school-day activities. After-school staff should also be trained to respond to children's health, safety, and nutrition needs and to accommodate children with special needs.

SCHOOL-BASED PROGRAMS

Communities often look to the schools first, both to house and to run after-school programs.

The principal is key in determining whether the school and its staff are prepared to serve these functions. While schools can provide space, accessibility, transportation, custodial staff, administrative support, and liability protection, the additional responsibilities may strain existing staff resources and require more time than the principal and school-day staff can afford, given other educational priorities. A well-established community-based program, on the other hand, may offer experienced staff, expertise in handling time-consuming details, an existing budget, and ongoing funding sources.

Regardless of where a program is housed or how it is administered, the school has a vital role to play in designing, supporting, and enhancing after-school programming. There is no guarantee that school-based programs, whether school-run or not, will be readily accepted by the school community. Acceptance is more likely when there is open communication with the personnel it impacts the most, including the teacher who will share a classroom, the custodian who will clean the program space, the bus driver who will take the children home, and the secretary who will answer the phone. Often the after-school program's need for access to phones, administrative assistance, the library, gymnasium, art or media rooms, and other classrooms is a source of tension between school-day and after-school staff. The principal can facilitate acceptance by working with school and after-school staffs to establish clear agreements, work through concerns, and establish processes for ongoing communication.

The effort to build a community that communicates, cooperates, and solves problems together is best supported by the hiring of a site coordinator/program director to manage the after-school program. Regular meetings should be held for school and after-school staffs to: discuss hiring practices; create schedules that support desired staff/child ratios (e.g., later morning starts for teachers who also work in the after-school program); establish protocol for sharing space and resources; develop policies and procedures for supervision and transportation; design new curriculum; and forge linkages between school curriculum and after-school enrichment. Including after-school staff in professional development opportunities will ensure a well-qualified staff. For schools that contract with vendors for services, establishing agreements that spell out all facets of their relationships can contribute significantly to well-run programs. In this instance, schools can require that certain standards are met and that assessment and evaluation are undertaken regularly.

SCHOOL-BASED PROGRAMMING

Standard of Excellence:
After-school programming reflects a commitment to promote knowledge, skills, and understandings through enriching learning opportunities that complement the school day.

Quality Indicators

- Schools use their resources and influence to ensure the program focuses on the development of the whole child, integrating supports for emotional, physical, social, and cognitive development.
- Opportunities for socializing and practice of social skills are provided.
- Areas for enrichment include:
  - Communication skills in reading, writing, speaking, spelling, and listening.
  - Math skills in computation, application, and problem solving.
  - Scientific inquiry into the natural and physical world, as well as practical applications of science and technology.
  - The interrelationships of people and cultures to historic, geographic, and economic environments.
  - Participation in the arts, including visual arts, music, dance, and drama.
  - Development of physical fitness and motor skills through sports and other physical activity.
  - Opportunities for problem-solving that strengthen decision-making and higher-level thinking skills.
  - Study and time-management skills to encourage children's responsibility for their own learning.
  - Personal and civic responsibility and the significance of service to others.
  - Appreciation of, and respect for, differences in culture, race, and gender.
  - Skill development in computer and multimedia technology.

See Appendix D for selected Indicators and Measures of Desired Results for math, English, social, interpersonal, and motor skills–California Department of Education, Draft, June 1999.

An afternoon at an urban community after-school program

It's 3 o'clock in the afternoon, and excitement is in the air. Instead of heading to an empty home or to the streets, many of the children at Lincoln Elementary School are heading to their after-school program. Karen, the program director, has made great use of the space available to the after-school program. The school cafeteria is completely transformed during the after-school hours. Many of the tables are cleared away to provide a large open space. A reading corner is set up in one area of the cafeteria—Karen puts down a rug and bean bag chairs. Parents, community members, and local businesses have donated books and portable bookshelves to give the children reading material and also to create a more private corner for reading. Another corner is called the play corner, and puzzles, blocks, and other fun toys are brought out from the closet. There is also a portable art center. Beautiful examples of children's artwork are displayed on the walls.

About 30 eager Lincoln Elementary students flood the cafeteria at 3:15 to begin their afternoon. Karen and her staff welcome each child individually, and offer them a nutritious snack. Karen carries a clipboard and checks off each child's name as he or she arrives. Several 4th-5th grade boys choose to have their snack first, while a group of kindergarten children choose to explore the play corner, and others choose to join in supervised free play outdoors. Homework time begins at 3:45. Every day Alex, Jocelyn, and Amy, national service members, come to the program to help the children with their homework. They have been trained to work with the children, and are especially skilled as reading tutors. They give each child individual attention to improve his or her reading skills. Last week, the older children chose a book and created a screenplay. Today they are putting on the play for the younger children. Alex, Jocelyn, and Amy have regular contact with the children's teachers to learn about progress during the school day, where they might need extra assistance with homework, and how the after-school staff can develop projects that complement the school curriculum. The children have developed enjoyable relationships with the service members, and have come to see them as role models and mentors.

At 4:30 p.m. the children choose another activity corner. The kindergarten children return to the play corner to finish a floor-sized word puzzle with Alex. He designed the puzzle around vocabulary and reading assignments from the school day. In the art corner several children design holiday projects from around the world as part of their geography instruction. In the reading corner a journalist who has traveled to many foreign countries will do an interactive cultural presentation for the 4th-5th graders. And many of the 3rd graders have elected to go outside to play organized, cooperative games with Jocelyn.

There is a sign-up sheet and a parent permission form for a field trip to a museum later in the week—the program staff takes the children on field trips approximately once every two weeks. The visit to the museum will complement school-day instruction on the evolution of the butterfly. The children have been to the local fire station, a courthouse, and historical sights around the city. Transportation is facilitated by public buses and subways. On field trip days, all of the children wear red shirts so that Karen and her staff can easily identify them as a group.

At 6:00 p.m., the children are picked up from the program by parents, guardians, and high school siblings. Each child checks out with Karen when he or she leaves. Staff members say goodbye to every child. There is a very large closet where Karen stores all materials for the program to return the school cafeteria to its normal state.

Standard of Excellence:

The after-school program actively seeks and promotes the involvement and support of the entire community in program planning and implementation.

Quality Indicators

- School staff provides the essential link between school and after-school experiences by sharing information on curriculum, homework assignments, assessment results, and instructional strategies.
- Parents and other family members are welcome to support children's learning by participating or volunteering in after-school activities and they receive advice on promoting learning opportunities at home.
- Community members are invited to share their special talents and expertise with children in the after-school program.
- Public facilities, such as libraries, parks, and community centers are utilized for expansion of program offerings.
- Churches, civic clubs, and social service agencies are approached to provide volunteers, funding, and community service opportunities for children.
- Staff apply for available government funding.
- Area businesses are encouraged to provide release time for employees who volunteer their special expertise and to donate surplus supplies and equipment.
- Staff establish relationships with local colleges and universities that provide student volunteers, as well as a wealth of faculty expertise.
- The program maintains a library of current resources for staff use, including books, videotapes, and training manuals.

An afternoon at a suburban community after-school program

Roosevelt Elementary School often appears to be more crowded between the hours of 2:30 and 6:00 p.m. than during the school day! This school is the site of a popular after-school program for elementary students throughout the town. Children who attend Roosevelt head downstairs at 2:30 to the cafeteria—"home base" of the after-school program. Children from other elementary schools in the town are bused to Roosevelt by the school district and arrive shortly after the Roosevelt children. Upon entering the cafeteria, each of the 50-60 children who come every day are greeted warmly by Joe, Sheila, Francine, Molly and Sam, the program staff, and are asked to sign in. The program staff is a combination of teachers from the various schools and the YMCA program staff. They meet regularly with the program director and Roosevelt's principal. Along one wall is a long row of hooks with names above them where the children hang their coats and backpacks. They also sign up for the activities they would like to participate in later that afternoon. Choices today include basketball, an art project, a dance lesson, a cooking class, play-writing, and reading club. Upon arrival, some children enjoy a healthy snack that Sheila has prepared. Others read in the school library with Francine (in an area made especially for reading, with comfortable chairs). Some of the younger children join Sam in a school classroom to play with educational toys that reinforce this week's school day instruction on the fundamentals of geometry. Others play outside on the playground, under Joe's supervision. And many of the older girls just like to sit and chat with friends.

At 3:15 p.m. homework club begins. Grouped loosely according to grade level, children sit in the school library at tables and chairs scaled to their size. The staff members move among the tables. Staff have been well trained to help children with their homework, and Francine has received additional training in assisting children with learning disabilities. Rather than doing their work for them, staff ask questions to stimulate children's individual thinking. Staff members have regular contact with teachers in the children's schools to monitor each child's progress and decide on methods to provide supplemental assistance with what the teachers are doing in school. When older children finish their homework, they may elect to assist the younger children with their homework, to read to the younger children, or to read on their own in the reading corner. Younger children who finish their homework may read alone, with a staff member, or with an older child. They particularly enjoy reading with older children, and this activity has helped unite the group's wide range of ages.

At 4:00 p.m., children attend the special activity they have selected for that day. The cafeteria tables are moved aside, and Molly's dance class uses part of the space, while Joe's cooking class and Sheila's art group use other sections. The 4th and 5th grade boys love to play on the school gym's basketball courts with Sam, or to play baseball outside when the weather permits. During the spring, Sam precedes each game with an explanation of the math concepts used in scoring and the physics concepts found in tossing and hitting the baseball. Francine's reading club stays in the school library and works on illustrating books the children have written on what they believe will happen at the turn of the millennium. The group that is working on a play uses a classroom they occupy during the school day. The play is a project linked to the school-day instruction on great explorers in North America. The playwrights are working closely with two high school student volunteers who have dramatic aspirations.

At the conclusion of the afternoon, parents come to pick up their children from the program and often spend time chatting with program staff and looking at ongoing projects. Parents must sign their children out of the program before they leave.

SCHOOL-BASED PROGRAM MANAGEMENT

Standard of Excellence:
The school's policies and procedures support high quality after-school programming for all children.

Quality Indicators

- The school supports the after-school program budget through direct and in-kind contributions, including staff, space, utilities, maintenance, administration, materials, and equipment.
- There is an after-school site coordinator/program director responsible for facilitating regular and ongoing coordination and communication between and among school and after-school staffs, families, and participants.
- After-school staff members model respect, cooperation, and honesty, reflect cultural diversity, and are philosophically aligned with the program goals and desired results.
- The principal and after-school site coordinator/project director implement a plan for improving staff recruitment and retention, and for providing adequate financial compensation and benefits.
- The school identifies sources whose contributions to sliding fee scales, subsidies, and scholarships will make the after-school program affordable for all families.
- The school accommodates children with special needs by utilizing school and community resources.
- After-school staff understand and embrace cultural differences and regularly plan activities that reflect various cultural traditions.
- Appropriate staff-to-child ratios are maintained by hiring adequate numbers of qualified staff and volunteers. Recommended ratio is between 1:10 and 1:15, with group size not to exceed 30, for ages 6 and older.
- There is an after-school program handbook that includes current program policies and procedures.
- A comprehensive orientation on program philosophy, routines, and practices is provided for new staff members.
- Multiple systems are in place to maintain ongoing communication and routine sharing of information between after-school staff and families about their children's well being.
- Family members are encouraged to visit and/or volunteer in the program, and have opportunities for input on policy and procedures.
- After-school staff participate in a process of continuous program evaluation and improvement.
- When the school contracts with a vendor to provide services, a written agreement is in place to ensure sound communication and to clarify policies, roles, and responsibilities with regard to space, supplies, storage, procedures for opening and closing, lines of communication, cleanup and maintenance, finances, licensing, and accountability.

See Appendix C for further information and details on program improvement standards—The NSACA Standards for Quality School-Age Care, NSACA, 1998.

An afternoon at a rural community after-school program

Everyone in Graham County knows that the after-school program takes place four afternoons a week, Monday through Thursday. Throughout the week, the children talk to their friends and families about what they're doing after school. Their community service work is a source of great community pride. Elisha, the dedicated director of the program, is a local heroine. She supervises 20 children, grades K-12, in her after-school program, which is located in the county's public school. The after-school program focuses largely on community service, and the children gain leadership skills, social skills, and knowledge of their community and culture during the after school hours.

At 3:30 p.m. on Tuesday, children of all ages gather in a dedicated classroom the school has provided for the after-school program. Elisha's after-school room is decorated with colorful posters, artwork, and writing assignments the children have done. The program is small and Elisha is the only staff member, but one parent and several school-day teachers are present to help with homework. A grandmother from the community has come to share her sewing skills by teaching a class for the after-school children. The three high school youth enrolled in the program help the younger children as they arrive and then fix a snack for everyone. Food often is donated by Hanson's Diner, a local restaurant. Children are supervised, but play freely while everyone is arriving. Elisha helps each child find an activity he or she would like to do during this time.

The children know that they must complete their homework before participating in other activities, so many begin right after they have a snack, around 3:40 p.m. The older youth help the younger children, and the parent volunteer answers questions. Elisha is a retired teacher, and is very skilled in helping children with academics. She has set up partnerships between older youth and younger children to provide individual tutoring.

After the children complete their homework, usually around 4:30, they participate in an entertaining educational activity. Today in the sewing class they begin making an after-school quilt to be auctioned at the Spring Family Celebration. Proceeds from the quilt will be used to finance several summer field trips to a college, a museum, and a baseball game. Each child will be asked to design a square that represents something he or she has learned in the after-school program. Other activities have included: a musical performance and lecture by a parent who plays the violin, a culturally-related art project conducted by a grandparent, and a baseball game refereed by a community member who once played college baseball. Almost all of the activities are run by community or parent volunteers.

On Tuesdays and Thursdays, the children and youth work on their community service project. This week they will spend their afternoons cleaning up a local park. Examples of other community service activities the group has participated in include: helping elderly residents rake their lawns or shovel snow, conducting a clothing drive for more needy residents in the community, and researching the history of the town and publishing a book for community residents. These projects provide the children with a sense of accomplishment and contribution. The community has recognized the after-school program as a tremendous asset, both to the youth enrolled and to the community.

At the end of each day, the children gather in a circle and reflect on what they have learned. This formal closing activity gives children an opportunity to think about what they have accomplished and to share their thoughts with others. The children who live far from the school are bused home. The after-school program has an agreement with the public schools to run an extra bus on the days children stay for the program.

Standard of Excellence:
Procedures are in place to ensure the safety and security of children

Quality Indicators

- There is a system for signing children in and out of the after-school program, for locating children at all times, and for knowing who will pick up each child at the end of the day.
- Inspection of equipment by a certified safety professional is done on a monthly basis.
- Staff is trained in first-aid procedures and practices, and current health, safety, and nutrition standards appropriate for school-age children.
- There is current documentation that the after-school program meets state and/or local health and safety guidelines and regulations.
- The school building and grounds are clean, aesthetically pleasing, safe, and well maintained.

Standard of Excellence:
The program is supported with adequate financial and material resources.

Quality Indicators

- Budget allocations reflect support of a variety of program options.
- The school, volunteers, and community advisors actively seek supplemental financial or material support from parents, businesses, civic organizations, and government and social service agencies to support programming options.
- The after-school program has access to school equipment, supplies, and resources, including computer and science labs, libraries, classroom facilities, gyms, and playgrounds.

Standard of Excellence:
The after-school program is supported by provision of professional development opportunities for staff.

Quality Indicators

- A current schedule of workshops, seminars, and other development opportunities offered by local schools, universities, churches, and civic organizations is displayed prominently and staff is encouraged to attend.
- Time and financial resources are provided for attendance at workshops, seminars, and conferences; for subscriptions to professional journals; and for professional interaction with other after-school staff.
- After-school staff is included in appropriate development opportunities offered by the school.
- After-school staff receives at least 10 hours of in-service training a year in:
  - child and adolescent development
  - recognizing the range of children's abilities
  - developing multiple activities for a wide range of age and skill levels
  - understanding cultural diversity
  - guiding behavior
  - program management and evaluation
  - leadership behavior
  - communication skills
  - group processes
  - working with families
  - identifying and working with special needs children
- The after-school site coordinator/project director meets regularly with staff to provide continuous feedback and supervision, and to determine inservice needs.

Standard of Excellence:
The school supports safe transportation to and from after-school programs.

Quality Indicators

- The school makes every effort to provide safe and free or low-cost transportation to and from the after-school program.
- High standards are maintained for vehicle and driver safety and in selection of sites for drop-off and pick-up.
- Systems and procedures are in place for advance notification of changes in pick-up and drop-off routines for children.

Standard of Excellence:
School and after-school staffs demonstrate respect for the importance of both school and after-school experiences in children's development.

Quality Indicators

- School and after-school staffs create a welcoming environment for children and their families by accommodating reasonable requests, and taking concerns or suggestions through proper channels.
- A clear set of expectations for children's behavior is developed consistent with the needs, goals, and philosophy of both the school and the after-school program.
- School and after-school staffs show professional respect for one another.
- Liaisons from the school and after-school staffs maintain a flow of information by holding regular meetings to identify complimentary goals, determine desired results and goals for individual children, work toward a broad curriculum approach, and share and reflect on successes and challenges.
- The school principal and the site coordinator/program director work together to encourage and facilitate the process of change and innovation.
- The school principal and the site coordinator/program director work together to prevent or resolve problems.
- The school and after-school staffs promote consistent school-day and after-school practices that reflect and celebrate diversity.

COMMUNITY-BASED PROGRAMS

Even if there is a school-based program in the community, there may be families who choose not to use it.

Some children are more comfortable in a smaller, home-like after-school setting. Some families may prefer to stay in long-standing arrangements with child-care centers. Older children may prefer programs offered by youth-serving agencies. The school can assist parents with after-school choices by maintaining a list of available programs that meet a variety of parent and child preferences.

The school can offer sound advice and assistance to community-based programs seeking to provide academic enrichment, connection to the school-day curriculum, homework assistance, and mentoring. Although school facilities may not be available on a permanent basis, there may be opportunities to offer space for special athletic or social events. Above all, school- and after-school staffs share a common and paramount interest in the welfare of children. Cooperative relationships between school personnel and their after-school counterparts should encourage sharing of information that will enhance children's experiences in both settings.

Transporting children from school to community-based after-school programs is an area of concern for parents. School transportation policies should support family choice when possible. While this may present a challenge for the school, it will help prevent latchkey situations and relieve anxiety for parents seeking safe transportation for their children. Schools may allow parents to designate pick-up and drop-off points other than home; however, most policies require that the drop-off will be only at licensed family day-care homes or centers. Some schools make arrangements for program staff to meet children at school and walk or drive them to the program. Other schools make school buses available for rental by community-based programs, especially during school and summer vacations, to transport children on excursions and field trips.

Standard of Excellence:
The school supports families' choice of after-school arrangements by communicating and cooperating with community-based programs.

Quality Indicators

- The school supports a broad range of after-school program options for families and, when possible, makes information available on organizations that can help parents find suitable after-school programming.
- The school is aware of the major after-school providers in the community and reaches out to them to establish regular communication about children.
- The school explores providers' need for support, such as access to guidance, personnel, and space for special events, as well as everyday use of gyms or playgrounds.

Standard of Excellence:
The school accommodates families' choice of community-based after-school programs through a supportive transportation policy.

Quality Indicators

- The school takes all feasible steps to provide safe and free or low-cost transportation to and from community-based after-school programs.
- The school works cooperatively with community-based programs that provide their own transportation to ensure drop-off and pick-up run smoothly and safely.

APPENDIX A

Checklist for Quality Indicators

The checklist on the following pages is intended to guide the review of each of the Quality Indicators included in *After-School Programs and the K-8 Principal.*

Identify the extent to which each of the Quality Indicators is evident, according to the following scale: Always Evident, Usually Evident, Seldom Evident, or Not Evident. Specific definitions for these terms should be determined through consensus among those persons using the checklist.

There is no substitute for seeing the program in action. In most cases, you will find ready evidence of quality; however, some Indicators may require visits with the principal, the site coordinator/program director, the school and after-school staffs, students, and/or parents to gain the required information, understanding, or evidence to make an accurate response.

In completing the checklist, it is important that the "comments or suggestions" section of each page be used to record specific information or perceptions that influenced the manner in which the Quality Indicators were checked. After completing the checklist for each Standard, use this space again to identify and prioritize specific actions that might be taken where improvement is needed. This will save time during later steps in the planning process.

Thoughtful observers should be able to identify each of the Standards of Excellence within every quality program. However, this may not be the case with the Quality Indicators. The Indicators help define the current status of a particular Standard and identify characteristics that might be considered in developing an improvement plan.

By completing the checklist you will gather the data needed to begin the improvement planning process suggested in Appendix B.

STANDARD OF EXCELLENCE

AFTER-SCHOOL PROGRAMMING REFLECTS A COMMITMENT TO PROMOTE KNOWLEDGE, SKILLS, AND UNDERSTANDINGS THROUGH ENRICHING LEARNING OPPORTUNITIES THAT COMPLEMENT THE SCHOOL DAY.

QUALITY INDICATORS

ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT

Schools use their resources and influence to ensure the program focuses on the development of the whole child, integrating supports for emotional, physical, social, and cognitive development.

Opportunities for socializing and practice of social skills are provided.

Opportunities for enrichment include:

- Communication skills in reading, writing, speaking, spelling, and listening.
- Math skills in computation, application, and problem solving.
- Scientific inquiry into the natural and physical world, as well as practical applications of science and technology.
- The interrelationships of people and cultures to historic, geographic, and economic environments.
- Participation in the arts, including visual arts, music, dance, and drama.
- Development of physical fitness and motor skills through sports and other physical activity.
- Opportunities for problem-solving that strengthen decision-making and higher-level thinking skills.
- Study and time-management skills to encourage children's responsibility for their own learning.
- Personal and civic responsibility and the significance of service to others.
- Appreciation of, and respect for, differences in culture, race, and gender.
- Skill development in computer and multimedia technology.

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE AFTER-SCHOOL PROGRAM ACTIVELY SEEKS AND PROMOTES THE INVOLVEMENT AND SUPPORT OF THE ENTIRE COMMUNITY IN PROGRAM PLANNING AND IMPLEMENTATION.

QUALITY INDICATORS

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
School staff provides the essential link between school and after-school experiences by sharing information on curriculum, homework assignments, assessment results, and instructional strategies.				
Parents and other family members are welcome to support children's learning by participating or volunteering in after-school activities, and they receive advice on promoting learning opportunities at home.				
Community members are invited to share their special talents and expertise with children in the after-school program.				
Public facilities, such as libraries, parks, and community centers are utilized for expansion of program offerings.				
Churches, civic clubs, and social service agencies are approached to provide volunteers, funding, and community service opportunities for children.				
Staff apply for available government funding.				
Area businesses are encouraged to provide release time for employees who volunteer their special expertise, and to donate surplus supplies and equipment.				
Staff establish relationships with local colleges and universities that provide student volunteers, as well as a wealth of faculty expertise.				
The program maintains a library of current resources for staff use, including books, videotapes, and training manuals.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE SCHOOL'S POLICIES AND PROCEDURES SUPPORT HIGH-QUALITY AFTER-SCHOOL PROGRAMMING FOR ALL CHILDREN.

QUALITY INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
The school supports the after-school program budget through direct and in-kind contributions, including staff, space, utilities, maintenance, administration, materials, and equipment.				
There is an after-school site coordinator/program director responsible for facilitating regular and ongoing coordination and communication between and among school and after-school staffs, families, and participants.				
After-school staff members model respect, cooperation, and honesty, reflect cultural diversity, and are philosophically aligned with the program goals and desired results.				
The principal and after-school site coordinator/project director implement a plan for improving staff recruitment and retention and for providing adequate financial compensation and benefits.				
The school identifies sources whose contributions to sliding fee scales, subsidies, and scholarships will make the after-school program affordable for all families.				
The school accommodates children with special needs by utilizing school and community resources.				
After-school staff understand and embrace cultural differences and regularly plan activities that reflect various cultural traditions.				
Appropriate staff-to-child ratios are maintained by hiring adequate numbers of qualified staff and volunteers. Recommended ratio is between 1:10 and 1:15, with group size not to exceed 30, for ages 6 and older.				
There is an after-school program handbook that includes current program policies and procedures.				
A comprehensive orientation on program philosophy, routines, and practices is provided for new staff members.				
Multiple systems are in place to maintain ongoing communication and routine sharing of information between after-school staff and families about their children's well being.				

(Continued on next page)

STANDARD OF EXCELLENCE

THE SCHOOL'S POLICIES AND PROCEDURES SUPPORT HIGH-QUALITY AFTER-SCHOOL PROGRAMMING FOR ALL CHILDREN.

QUALITY INDICATORS

(Continued from previous page)

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
Family members are encouraged to visit and/or volunteer in the program, and have opportunities for input on policy and procedures.				
After-school staff participate in a process of continuous program evaluation and improvement.				
When the school contracts with a vendor to provide services, a written agreement is in place to ensure sound communication and to clarify policies, roles, and responsibilities with regard to space, supplies, storage, procedures for opening and closing, lines of communication, cleanup and maintenance, finances, licensing, and accountability.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

PROCEDURES ARE IN PLACE TO ENSURE THE SAFETY AND SECURITY OF CHILDREN

QUALITY INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
There is a system for signing children in and out of the after-school program, for locating children at all times, and for knowing who will pick up each child at the end of the day.				
Inspection of equipment by a certified safety professional is done on a monthly basis.				
Staff is trained in first-aid procedures and practices, and current health, safety, and nutrition standards appropriate for school-age children.				
There is current documentation that the after-school program meets state and/or local health and safety guidelines and regulations.				
The school building and grounds are clean, aesthetically pleasing, safe, and well maintained.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE PROGRAM IS SUPPORTED WITH ADEQUATE FINANCIAL AND MATERIAL RESOURCES.

QUALITY INDICATORS

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
Budget allocations reflect support of a variety of program options.				
The school, volunteers, and community advisors actively seek supplemental financial or material support from parents, businesses, civic organizations, and government and social service agencies to support programming options.				
The after-school program has access to school equipment, supplies, and resources, including computer and science labs, libraries, classroom facilities, gyms, and playgrounds.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE AFTER-SCHOOL PROGRAM IS SUPPORTED BY PROVISION OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF.

QUALITY INDICATORS

ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT

A current schedule of workshops, seminars, and other development opportunities offered by local schools, universities, churches, and civic organizations is displayed prominently and staff is encouraged to attend.

Time and financial resources are provided for attendance at workshops, seminars, and conferences; for subscriptions to professional journals; and for professional interaction with other after-school staff.

After-school staff are included in appropriate development opportunities offered by the school.

After-school staff receive at least 10 hours of inservice training a year in:

- child and adolescent development
- recognizing the range of children's abilities
- developing multiple activities for a wide range of age and skill levels
- understanding cultural diversity
- guiding behavior
- program management and evaluation
- leadership behavior
- communication skills
- group processes
- working with families
- identifying and working with special-needs children

The after-school site coordinator/project director meets regularly with staff to provide continuous feedback and supervision and to determine inservice needs.

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE SCHOOL SUPPORTS SAFE TRANSPORTATION TO AND FROM AFTER-SCHOOL PROGRAMS.

QUALITY INDICATORS

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
The school makes every effort to provide safe and free or low-cost transportation to and from the after-school program.				
High standards are maintained for vehicle and driver safety and in selection of sites for drop-off and pick-up.				
Systems and procedures are in place for advance notification of changes in pick-up and drop-off routines for children.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

SCHOOL AND AFTER-SCHOOL STAFFS DEMONSTRATE RESPECT FOR THE IMPORTANCE OF BOTH SCHOOL AND AFTER-SCHOOL EXPERIENCES IN CHILDREN'S DEVELOPMENT.

QUALITY INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
School and after-school staffs create a welcoming environment for children and their families by accommodating reasonable requests and taking concerns or suggestions through proper channels.				
A clear set of expectations for children's behavior is developed consistent with the needs, goals, and philosophy of both the school and the after-school program.				
School and after-school staffs show professional respect for one another.				
Liaisons from the school and after-school staffs maintain a flow of information by holding regular meetings to identify complimentary goals, determine desired results and goals for individual children, work toward a broad curriculum approach, and share and reflect on successes and challenges.				
The school principal and the site coordinator/program director work together to encourage and facilitate the process of change and innovation.				
The school principal and the site coordinator/program director work together to prevent or resolve problems.				
The school and after-school staffs promote consistent school day and after-school practices that reflect and celebrate diversity.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE SCHOOL SUPPORTS FAMILIES' CHOICE OF AFTER-SCHOOL ARRANGEMENTS BY COMMUNICATING AND COOPERATING WITH COMMUNITY-BASED PROGRAMS.

QUALITY INDICATORS

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
The school supports a broad range of after-school program options for families and, when possible, makes information available on organizations that can help parents find suitable after-school programming.				
The school is aware of the major after-school providers in the community and reaches out to them to establish regular communication about children.				
The school explores providers' need for support, such as access to guidance, personnel, and space for special events, as well as everyday use of gyms or playgrounds.				

COMMENTS OR SUGGESTIONS

STANDARD OF EXCELLENCE

THE SCHOOL ACCOMMODATES FAMILIES' CHOICE OF COMMUNITY-BASED AFTER-SCHOOL PROGRAMS THROUGH A SUPPORTIVE TRANSPORTATION POLICY.

QUALITY INDICATORS

	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
The school takes all feasible steps to provide safe and free or low-cost transportation to and from community-based after-school programs.				
The school works cooperatively with community-based programs that provide their own transportation to ensure drop-off and pick-up run smoothly and safely.				

COMMENTS OR SUGGESTIONS

APPENDIX B

Planning Guide for After-School Program Improvement

This planning guide helps identify those Standards on which efforts for improvement should be focused. The steps to be followed are:

1. Using the checklist data from Appendix A, make a judgment about the extent of improvement needed in each Standard according to the following scale: Minimal, Some, or Extensive. Specific definitions for these terms should be determined by consensus of those persons using the checklist. Review the checklist and "comments and suggestions" from Appendix A to provide a basis for this judgment.
2. When the extent of "improvement indicated" for a Standard has been determined, identify by consensus three to five specific actions that might be taken to improve performance in the Standard area. List these actions, using statements that clearly define measurable outcomes, in the space provided under "plan for improvement."
3. When steps one and two have been completed for each Standard, it is time to prioritize the need for improvement in each Standard area. Consider the extent of improvement indicated in step one and the plan for improvement identified in step two to make priority judgments for each Standard area. It is important that you give highest priority to those areas that will move the after-school program toward desirable outcomes, and that you take time to build commitment from those who will be directly involved in implementing the improvement plan. In the appropriate box, indicate the priority assigned to each Standard, using 1 as the highest priority.
4. The next step is to set a target completion date for each of the specific plans. This will help you monitor and supervise the improvement plan, and it is vital in establishing accountability. It is important to ensure that the number of specific plans for improvement is reasonable. (It is more sensible to set three or four substantial targets than six to eight of lesser importance.) Take care to establish a reasonable timeline for completion of the plan if staff commitment is to be sustained and the planning process is to succeed.
5. The next step is to identify the person(s) responsible for seeing that each specific plan is implemented. Use the space provided on the planning form to list such person(s).
6. The principal, site coordinator/program director, and/or the implementation team should develop a master plan to be distributed to all staff members or displayed prominently so everyone remains mindful of the plan. This will guide staff in their efforts to improve the quality of the after-school program.

Maximum gains will be achieved when the principal and/or the site coordinator/program director provide(s) strong leadership and monitoring of the plan regularly. Recognizing the changes and celebrating the improvement outcomes as they are achieved will help sustain staff morale and interest in the process.

SCHOOL-BASED PROGRAMMING

STANDARD OF EXCELLENCE	IMPROVEMENT NEEDED			PRIORITY ASSIGNED	COMPLETION DATE
	MINIMAL	SOME	EXTENSIVE		
After-school programming reflects a commitment to promote knowledge, skills, and understandings through enriching learning opportunities that complement the school day.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

The after-school program actively seeks and promotes the involvement and support of the entire community in program planning and implementation.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

SCHOOL-BASED PROGRAM MANAGEMENT

STANDARD OF EXCELLENCE	IMPROVEMENT NEEDED			PRIORITY ASSIGNED	COMPLETION DATE
	MINIMAL	SOME	EXTENSIVE		
The school's policies and procedures support high-quality after-school programming for all children.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

Procedures are in place to ensure the safety and security of all children.

PLAN FOR IMPROVEMENT

Person(s) Responsible

The program is supported with adequate financial and material resources.

PLAN FOR IMPROVEMENT

Person(s) Responsible

The after-school program is supported by provision of professional development opportunities for staff.

PLAN FOR IMPROVEMENT

Person(s) Responsible

SCHOOL-BASED PROGRAM MANAGEMENT

STANDARD OF EXCELLENCE	IMPROVEMENT NEEDED			PRIORITY ASSIGNED	COMPLETION DATE
	MINIMAL	SOME	EXTENSIVE		
The school supports safe transportation to and from after-school programs.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

School and after-school staffs demonstrate respect for the importance of both school and after-school experiences in children's development.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

COMMUNITY-BASED PROGRAMS

STANDARD OF EXCELLENCE	IMPROVEMENT NEEDED			PRIORITY ASSIGNED	COMPLETION DATE
	MINIMAL	SOME	EXTENSIVE		
The school supports families' choice of after-school arrangements by communicating and cooperating with community-based programs.					

PLAN FOR IMPROVEMENT

Person(s) Responsible

The school accommodates families' choice of community-based after-school programs through a supportive transportation policy.

PLAN FOR IMPROVEMENT

Person(s) Responsible

APPENDIX C

The National School-Age Care Alliance Standards

Following are the National School-Age Care Alliance (NSACA) Standards, developed to establish a baseline of quality and the reassurance that programs are committed to providing each child with a unique growing and learning experience. The NSACA Standards describe improvement benchmarks for programs supporting children, ages 5-14. NSACA's Standards are based on the National Institute on Out of School Time instrument, *Assessing School-Age Child-Care Quality* (ASQ), which was adapted and field-tested in an accreditation pilot involving over 100 programs throughout the nation. ASQ is a self-study tool useful for program improvement. The instrument was gifted to NSACA in 1998 for the purpose of creating national standards for child-care program accreditation.

NAESP's Advisory Committee reviewed each NSACA Standard as it might be applied in the context of an elementary/middle school. They then considered challenges and realities schools might encounter in moving their site-based programs toward the ideal and offered some solutions to these challenges. Their comments are presented after each Standard. They represent some, but certainly not all, possible challenges or solutions. Our intention is to suggest areas for further discussion as schools engage in their own improvement processes.

NAESP appreciates the cooperation of Linda Sisson, Executive Director of the National School-Age Care Alliance, in providing the NSACA Standards for inclusion in this document.

HUMAN RELATIONSHIPS

1. Staff relate to all children and youth in positive ways.

- Staff treat children with respect and listen to what they say.
- Staff make children feel welcome and comfortable.
- Staff respond to children with acceptance and appreciation.
- Staff are engaged with children.

Ideal:

Sound administration is the foundation and framework of a great program; human relationships are its heart and soul. Programs whose staff members are warm, supportive, and thoughtful with children, parents, and each other can be sure they are on the right track.

Staff is engaged with children during all program activities, including snack time and outdoor activities.

Realities and Challenges:

Nothing is more critical to program quality than the way staff members interact with children. A program can suffer from an inadequate materials budget, cramped outdoor space, and other challenges, but still be caring and vibrant if it has staff who enjoy children and have the right mix of personal qualities and skills. If one staff member is uninvolved, too controlling, or views children as adversaries, this can taint the otherwise warm atmosphere of the program.

Some staff members will need support and training on how to build strong relationships with children.

When the staff-to-child ratio falls below the recommended level, it is difficult to provide a warm, supportive, and thoughtful environment for all children in the program.

Solutions and Benefits:

Principals are key to setting the tone in the building and can make a difference in how program staff relate to children.

Hire staff members who exhibit the qualities of a caring and competent adult.

Be prepared to offer regular training for all staff, to provide supervision, and to be a role model.

Maintain appropriate staff-to-child ratios by hiring adequate numbers of staff and volunteers.

2. Staff respond appropriately to the individual needs of children and youth.

- Staff know that each child has special interests and talents.
- Staff recognize the range of children's abilities.
- Staff can recognize and respect a child's culture and home language.
- Staff respond to the range of children's feelings and temperaments.

Ideal:

All staff members are aware of, and apply, developmentally appropriate practices when interacting with children.

Staff members view themselves as facilitators, rather than directors, of children's activities.

Staff use what they know about children's temperaments, cultures, and interests to create experiences that are responsive to individual children.

Realities and Challenges

Multiple languages, cultures, abilities, and temperaments can pose a challenge to providing appropriate practices that meet the needs of all children.

Solutions and Benefits:

Provide adequate training and resources to help staff recognize the range of children's abilities, and assist them in providing appropriate individual responses and activities.

School and program staff should exchange information about individual children's interests, talents, and abilities within the guidelines of confidentiality policies.

Maintain open communication with families and support a broad range of after-school program options. When possible, make information available to parents about organizations that can help them find suitable after-school programs for their children.

Staff members are patient with children who do not speak fluent English, teaching them new words and phrases, and including them in activities.

Staff improves practice by reflecting on observations of and interactions with children, and by consulting professional resources when needed.

3. Staff encourage children and youth to make choices and to become more responsible.

- Staff assist children without taking control, and they encourage children to take leadership roles.
- Staff give children many chances to choose what they will do, how they will do it, and with whom.
- Staff help children make informed and responsible choices.

Ideal:

Staff permit children to suggest and initiate activities and to offer ideas and resources that may enrich or expand an activity.

Staff encourage children to try new activities and master new skills, helping them to learn from their mistakes and cope with disappointment and failure.

Staff involve children and youth in planning activities.

Realities and Challenges:

The level of skill in planning and initiating activities varies with the age of the child.

When programs offer very little variation and few activities that children like, children are not encouraged to be versatile.

Programs may only be able to offer a few activities that engage children.

Staff may not have the time, skills, or resources to develop multiple activities for a wide age range.

Solutions and Benefits:

Staff must realize that sophistication in planning comes with age; however, all children can be involved in some aspect of planning. For example, younger children can help plan a field trip by selecting where they will go or what they will have for lunch. Older children might raise funds or arrange transportation for a field trip.

Staff can offer variety in activities and encourage children to try new things by ensuring there is adequate time for feedback and development of new activity options during regularly scheduled staff meetings.

Provide regular and ongoing staff development opportunities (e.g., attending relevant conferences and workshops) to help stimulate staff creativity in developing multiple activities for a wide range of age and skill levels.

If possible, hire specialists to bring in new ideas for activities and clubs.

4. Staff interact with children and youth to help them learn.

- Staff ask questions that encourage children to think for themselves.
- Staff share skills and resources to help children gain information and solve problems.
- Staff vary the approaches they use to help children learn.
- Staff help children use language skills through frequent conversations.

Ideal:

Program staff, families, and school staff work together to identify individual children's learning styles and set goals and outcomes to respond appropriately.

Staff are well trained, have adequate time for staff development and reflection, and understand each child's individual style.

Staff have regular and ample opportunities for input and interaction in a more formal setting (e.g., scheduled staff meetings).

Realities and Challenges:

Some staff members may not have adequate skills to help children and youth learn.

Staff meetings are not made a priority. Often staff members do not have time or are not paid for staff meetings.

There is little or no interaction, or sharing of information and learning materials, between school staff and program staff. School and program staffs may have different philosophies about how children learn best.

Lack of funding and support makes it difficult to adequately serve children with special needs.

Solutions and Benefits:

Provide staff with training opportunities about how best to help children and youth learn. For example, staff can help children pursue their ideas by asking open-ended questions, and encouraging them to use journals, art projects, or group discussion to express their ideas. Staff can help children find answers to questions, offer suggestions, and encourage them to practice basic life skills.

Identify a liaison to maintain the flow of information between school and program staffs. Hold regular meetings with school and program staffs to set complimentary goals, to identify outcomes for individual children, to work toward a broad curriculum approach, and to share and reflect on successes and challenges. Create sustainable alignments between school and after-school learning to achieve goals and outcomes for individual children.

Utilize community and school resources in identifying solutions for special-needs children. Help parents of special-needs children to find additional services. Staff can modify activities so that all children, including those with disabilities, can participate.

5. Staff use positive techniques to guide the behavior of children and youth.

- Staff give attention to children when they cooperate, share, care for materials, or join in activities.
- Staff set appropriate limits for children.
- Staff use no harsh discipline methods.
- Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.

Ideal:

Staff model caring, cooperation, and respect in their interactions with children and with each other.

Staff acknowledge and reinforce children in positive ways, and celebrate children's efforts and progress.

Realities and Challenges:

Staff and volunteers may not have the training or expertise to offer positive guidance to children and youth.

Misalignment of staff and program philosophies on behavior management can result in inconsistent consequences of behavior.

Solutions and Benefits:

Staff members help children set their own rules and understand those set by others.

Hire qualified staff members who are philosophically aligned with the program on behavioral management techniques.

Provide opportunities for staff development and ongoing conversation about positive techniques that guide the behavior of children and youth.

Expectations for children and staff are clearly defined, articulated, and consistently reinforced by school and program staff.

Staff members seek expert advice and support for complex behavior problems.

6. Children and youth generally interact with one another in positive ways.

- Children appear relaxed and involved with each other.
- Children show respect for each other.
- Children usually cooperate and work well together.
- When problems occur, children often try to discuss their differences and work out a solution.

Ideal:

Children come to the program with positive attitudes, ready to fully engage in the program.

Realities and Challenges:

Children come to the program in a variety of emotional states that may enhance or limit their ability to participate in the program.

Staff cannot assume that all children have received, or learned to express, respect.

Solutions and Benefits:

As part of programming, staff must model respect, honesty, problem solving, cooperation, and working well together.

Staff should be trained in children's various stages of development and their implications for behavior.

Staff must be sensitive to the effects of other environments (e.g., home or school) on children's behavior.

Train staff in a variety of techniques for positive problem solving with children (i.e., to work one-on-one to redirect behavior positively, to let children solve their own conflicts, and to help them clarify issues, see how their actions affect others, and use compromise and negotiation).

Make sure children and youth are well aware of program expectations for preferred conduct, e.g., cooperating and working well together.

Building social competence should be an integral part of the program curriculum.

7. Staff and families interact with each other in positive ways.

- Staff make families feel welcome and comfortable.
- Staff and families treat each other with respect.
- Staff share the languages and cultures of the families they serve, and the communities they live in.
- Staff and families work together to make arrivals and departures between home and child care go smoothly.

Ideal:

The program employs staff members who reflect the languages and cultures of the families served and who are culturally sensitive.

Staff have experience and training in working with parents and families.

Realities and Challenges:

It is sometimes difficult to find staff members who reflect all of the languages and cultures of the families served.

When families do not come in daily to pick up their children, it can be difficult to maintain strong family/staff communications.

Parents often are late to pick up their children from the program.

Solutions and Benefits:

Provide extensive training on cultural sensitivity and diversity for all staff. Consider high school students and community volunteers when hiring culturally sensitive staff to work with children.

Provide cultural awareness opportunities for staff and parents by involving parents and other community members to present workshops on the topic.

Establish multiple systems for maintaining communication with parents (i.e., with communication books, folders, notices, bulletin boards, newsletters, e-mail, or by phone). Include opportunities for staff and parents to communicate (i. e., by scheduling family nights or by involving them in the program).

The program is responsive to parents' needs regarding schedules, costs, and family crises. Parents are encouraged to provide input on decisions that impact policy and curriculum.

Require parents to pre-register children for the program as a way for staff and parents to get to know each other.

Ask parents to share news from home about illness, family changes, and alteration of routine.

8. Staff work well together to meet the needs of the children and youth.

- Staff communicate with each other while the program is in session to ensure that the program flows smoothly.
- Staff are cooperative with each other.
- Staff are respectful of each other.
- Staff provide role models of positive adult relationships.

Ideal:

Intentional efforts are taken to build a community that communicates, cooperates, and solves problems together. Written and verbal communications are supported by administrative policy.

Realities and Challenges:

High turnover of staff may affect the establishment of good communication. Working in the program may be a staff member's first professional experience.

Staff may become rigid in their roles, lacking flexibility and the willingness to be creative.

Solutions and Benefits:

If high turnover of staff is a probability, systems should be established for communication, team building, and sharing of information (examples are handbooks and manuals, participation in shared decision-making, provision of clear expectations for professional behaviors, and a system for problem solving among staff).

Locate resources to compensate (i.e., remuneration, recognition) staff appropriately.

Invest the time required to hire the right personnel and provide them with ongoing training to inspire their creativity.

INDOOR ENVIRONMENT

9. The program's indoor space meets the need of children and youth.

- There is enough room for all program activities.
- The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
- The space is arranged so that various activities can go on at the same time without much disruption.
- There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff.

Ideal:

The program is housed in space designated solely for program use, including administration.

Whether the space is designated or shared, the principal works with program staff to assess space needs and determine the suitability of available space. If the space is shared, school and program staffs collaborate on creative adaptation of space.

Realities and Challenges:

Most school-based programs share space in a cafeteria, gymnasium, or classroom. Staff and children face constant constraints on what they can do and when they can do it.

It can be challenging to find varied and quiet spaces for the program. Principals play a key role in obtaining access to the library, art rooms, and other classrooms, as well as in working through concerns with school and program staff.

Solutions and Benefits:

The principal can facilitate better relationships around shared space by having a clear agreement in place and by establishing ongoing communication with school and program staffs.

There should be sufficient space to provide inviting interest areas that encourage children's exploration and involvement, and to allow separate quiet and active areas.

The program must have access to phones and to water for drinking as well as for art and science projects, cooking and cleanup.

Consideration should be given to ventilation, temperature, and noise levels.

Storage is key to providing a wide variety of curriculum choices.

Shared space can be transformed with moveable storage units, room dividers, soft furniture, rugs, and supplies.

Items to Include in a Quality Indoor Environment

Things on the Wall	Materials for the Free-Play Area	Furniture
• Posters	• Books	• Bean bags and couches for reading corner
• Schedule of activities	• Games	• Shelves with books for reading corner
• Rules/policies	• Puzzles	• Shelves with games and puzzles for free play area
• Children's work	• Toys	• Roller carts (for those who share space)
• Parent information bulletin board	• Blocks	• Child-sized chairs and tables for snack/homework area and art area
	• Table and floor space	

10. The indoor space allows children and youth to take initiative and explore their interests.

- Children can get materials out and put them away by themselves with ease.
- Children can arrange materials and equipment to suit their activities.
- The indoor space reflects the work and interests of the children.
- Some areas have soft, comfortable furniture on which children can relax.

Ideal:

Space can be adapted for the out-of-school hours, allowing for recreational activities, art, cooking, and relaxing.

Realities and Challenges:

The daily need to transform shared space is a burden for program staff.

Storage space is often at a premium in schools.

Fire codes may limit the use of soft, comfortable furniture.

Solutions and Benefits:

Materials that are used every day can be stored within reach of children in locking supply cabinets.

If storage is at a premium, a mobile storage shed may help.

Displays that feature children's artwork and other projects can enrich the school space. If overall space is an issue, use a portable bulletin board.

OUTDOOR ENVIRONMENT

11. The outdoor play area meets the needs of children and youth, and equipment allows them to be independent and creative.

- Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.
- Children can use a variety of outdoor equipment and games for both active and quiet play.
- Permanent playground equipment is suitable for the sizes and abilities of all children.
- The outdoor space is suitable for a wide variety of activities.

Ideal:

Outdoor space is of adequate size (at least 75 square feet per child) and has enough equipment and activity choices to offer a variety of safe challenges for children.

Separate areas exist for active games, sports and running, quiet play, climbing and swinging, and other activity choices.

Staff plan activities that support children's development.

Realities and Challenges:

One clear advantage for school-based programs is the availability of appropriate outdoor play space. However, school facilities differ in the amount of space they offer, which can mean that the number of children participating in outdoor activities exceeds space limitations.

School facilities differ in their ability to provide a variety of outdoor equipment and games.

Children who are in an outdoor environment for only 30-40 minutes of a 4-6 hour school day will need more opportunities to blow off steam, run, jump in place, and make noise after school.

Children may not have the skills, abilities, or knowledge to actively participate in outdoor activities and games.

Solutions and Benefits:

Provide as many choices for outdoor activities as are provided for indoor activities.

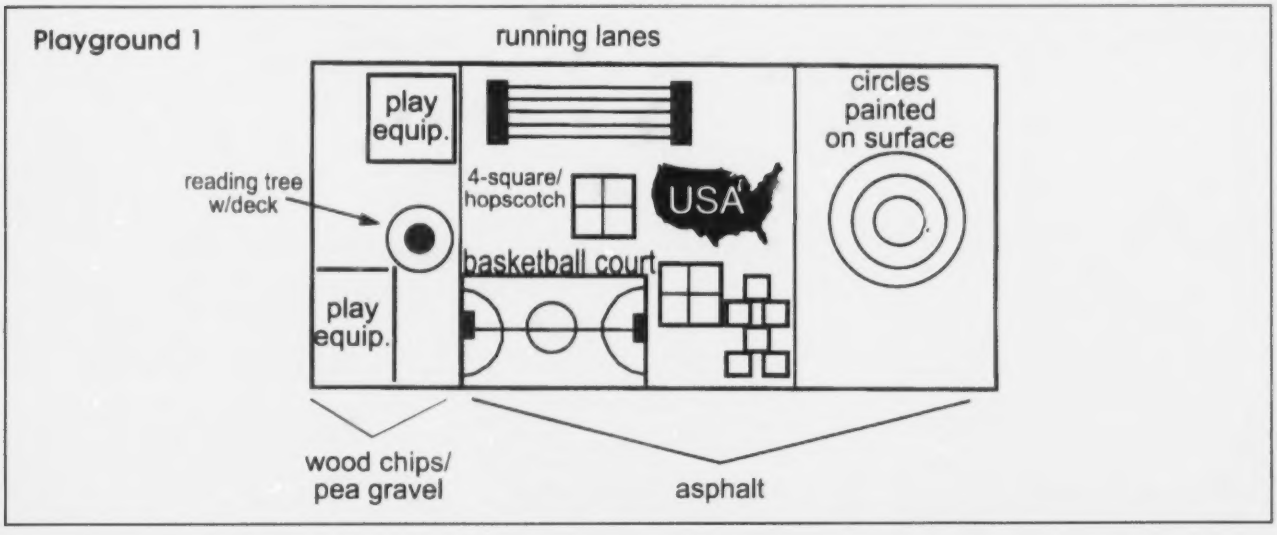
Optimum use of space through creative selection and location will provide children with a variety of safe and challenging activities. If space is limited, stagger outdoor activity time throughout the afternoon by age and types of activities.

If space is not available daily, explore use of local parks or other available and safe surroundings.

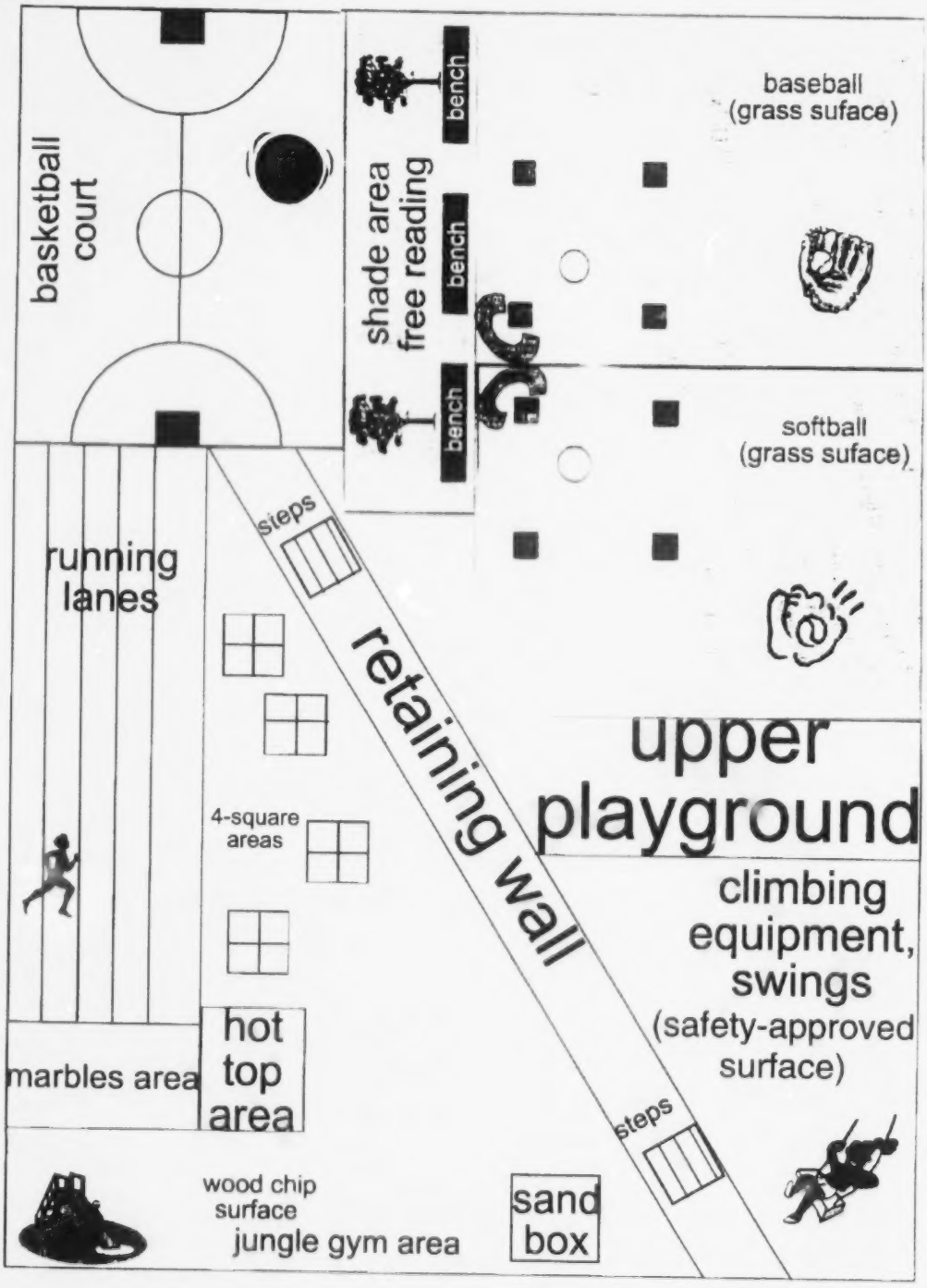
If resources are limited, appropriate playground equipment and games might be built by community volunteers or provided by donations from local businesses/organizations.

Staff can provide guidance, support and direction for children's success in outdoor activities and games.

Following are examples of a 110 x 460 foot urban space at Washington Irving Elementary School 14 in Indianapolis, Indiana, and a 13-acre rural space at Fort Fairfield Elementary School in Fort Fairfield, Maine, both of which contain similar activity choices.



Playground 2



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12. Activities

- The daily schedule is flexible and offers enough security, independence, and stimulation to meet the needs of all children and youth.
- The routine provides stability without being rigid.
- Children meet their physical needs in a relaxed way.
- Individual children move smoothly from one activity to another, usually at their own pace.
- When it is necessary for children to move as a group, the transition is smooth.

Ideal:

The daily schedule is flexible and offers enough security, independence, and stimulation to meet the needs of all children and youth; it is also predictable and allows children opportunities to make decisions, manage their time, and develop internal controls.

Realities and Challenges:

Flexibility can be limited by building constraints or procedures.

Large programs may require more structure.

Increased flexibility and supervision may be required to provide security for children participating in many activities in several different areas.

Although school-based after-school programs were originally created to provide supervision of children's out of school time, the latest thinking advocates programs that create stimulating opportunities for learning and enrichment that complements the school day.

Many children do not know how to manage their time.

Solutions and Benefits:

Design a schedule that provides choices for extended learning as well as social, cognitive, physical and emotional development. Activities should reflect the mission of the program and allow children to develop their abilities to choose, while increasing self-direction and organization.

The schedule should reflect children's developmental need for balanced activities, including active and quiet time, private time to relax and daydream, large and small motor activity, group and individual activity, and time to talk with friends and staff.

The schedule reflects the development needs of children: young children, with shorter attention spans, can nap and move often between activities; older children can work for extended periods on projects that interest them.

Create a buddy system for going to the bathroom; provide walkie-talkies and floating staff to maintain security in the program. Be clear with staff and children about spaces to be used for after-school activities and areas that are restricted. Keep activities in close proximity to areas where necessary materials are stored.

13. Children and youth can choose from a wide variety of activities.

- There are regular opportunities for active, physical play, creative arts and drama, quiet activities and socializing.

Ideal:

Facilities, materials and equipment, and staff capabilities and interests support a wide range of activities.

Children have opportunities to join enrichment activities that promote basic skills and higher-level thinking.

Realities and Challenges:

Start-up programs have minimal staffing, fiscal, and material resources.

Facilities, as well as staff capabilities and interests, vary widely.

Children's perceptions of activities may limit their choices, so enrichment activities must be marketed creatively.

Solutions and Benefits:

Start-up programs may have to begin at an acceptable pace.

Identify, locate and utilize existing community resources for specialty areas. Embrace in-kind donations from family, community, and business resources.

Through volunteer recruitment and the hiring process, build a staff with a wide range of abilities and special skills.

Match staff capabilities and interests to those of the children.

Work with children to set goals and outcomes for active physical play, creative arts and drama, and quiet activities and socializing and match activities to meet the goals.

Create linkages with teachers to set goals and outcomes for children that can be addressed both during the school day and in the after-school program. Intentionally link enriching learning activities in both arenas to goals and outcomes.

Support children's emerging interests by offering ideas, time, and resources that foster exploration and by creating opportunities for child-initiated activities.

Provide activities (such as Mancala tournaments, public speaking, mediation, and problem solving) that promote creative applications of basic skills and higher-level thinking.

If homework assistance is a component of after-school programs, create systems for ongoing communication between school and program staff.

14. Activities reflect the mission of the program and promote the development of all the children and youth in the program.

- Activities are in line with the styles, abilities, and interests of the individuals in the program.
- Activities are well suited to the age range of children in the program.
- Activities reflect the languages and cultures of the families served.

Ideal:

High quality programs, regardless of their primary mission, focus on the development of the whole child and integrate supports for emotional, physical, social and cognitive development.

Activities are appropriate to children's ages, styles, abilities, and interests, reflecting diversity in language and cultures, and facilitated by well-trained staff.

Realities and Challenges:

Children presenting multiple risk factors need multi-faceted support.

Start-up programs may not have identified a mission to help focus on activities that will meet the needs of children and youth.

It can be difficult to provide adequate programming when a broad range of ages, learning styles, interests, and abilities exist, while staff background, training, ability, and awareness is limited.

Limited funding and facilities are barriers to providing a wide range of activities.

Staff may have limited time for activity planning and preparation.

Staff may not have the ability to communicate in the primary language of some children and families they serve.

(Continued)

Solutions and Benefits:

Integrate thematic learning that is fun, provides choice and self-direction, and complements learning at school.

Develop a clear mission: involve school, program, and families.

Develop activities that capitalize on staff strengths and existing resources.

Solicit in-kind donations; build community partnerships with businesses, other organizations, and volunteers to create strategies for local fundraising.

Group activities by age, and include choices and interest areas that reflect children's varied learning styles and abilities.

Ensure that staff are aware of, understand, and embrace cultural differences in children. If a language other than English is spoken in a child's home, respond appropriately by hiring staff members who speak the child's home language, by identifying peers who speak the home language, by finding volunteers who can act as translators for family and staff, and by providing written materials and meetings in the home language.

15. There are sufficient materials to support program activities.

- Materials are complete and in good repair.
- There are enough materials for the number of children in the program.
- Materials are developmentally appropriate for the age range of the children in the program.
- Materials promote the program's mission.

Ideal:

Acquisition of materials should be determined by the program mission.

Realities and Challenges:

Financial constraints are the key challenge and materials are often the first item to be eliminated from the budget.

Limited storage space can be a constraint.

Staff may need assistance in selecting needed materials.

Solutions and Benefits:

Provide staff support of, and training for, purchasing, maintaining, and using materials. Encourage staff to visit other programs for ideas.

Gather materials, supplies, and equipment that are suitable for all ages and support the development of small motor skills, large motor skills, cognitive skills, creativity, and interest areas. Couches, beanbags, and chairs are examples of seating that provides soft places for relaxation. Younger children need blunt scissors, thicker crayons, and smaller woodworking tools, while older children need sharper scissors, regular crayons, and adult-sized woodworking tools.

Provide toys, books, and posters that reflect ethnic, racial, cultural, and gender differences in the program.

Choose durable materials and portable storage spaces. Provide storage space for works-in-progress.

Encourage staff to be resourceful and creative with donations and recycled materials.

Plan organized activities for fund raising (e.g., yard sales) and in-kind donations of materials.

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SAFETY, HEALTH AND NUTRITION

16. The safety and security of children and youth are protected.

- There are no observable safety hazards in the program space.
- Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.
- Equipment for active play is safe.
- A system is in place to keep unauthorized people from taking children from the program.

Ideal:

Systems are in place for signing children in and out of the program, for locating children at all times, and for knowing who will pick up each child at the end of the day.

A certified safety professional familiar with maintenance of equipment is available at all times.

Realities and Challenges:

During after-school hours, there may not be sufficient staff members to monitor entrances and properly supervise children in the school building.

Sometimes the primary caregiver (e.g., parent) will send someone else to pick up their child. Parent's schedules may change unexpectedly and there may not be sufficient time to inform program staff about who is picking up the child.

Even after a regular inspection, equipment may break and may not be repaired until the next inspection, due to lack of funding or for other reasons.

Solutions and Benefits:

Create systems and policies for advance notification of changes in pick-up routines for children. Staff should know what to do if an unauthorized person attempts to pick up a child. Parents must understand that they must call prior to sending someone else to pick up their children. Any change in routine at home or at school should be shared among program staff and parents. Review of the child's records and follow-up by phone should confirm changes in routine.

Require regular monthly inspection and maintenance of equipment. Ensure that equipment is repaired in a timely fashion. Keep area safe from children until equipment repair has been completed. Large equipment should be bolted down. Swings are placed out of the way of passing children. All playground equipment is installed on a resilient surface (e.g., fine, loose sand, wood chips or mulch about nine inches deep, or on rubber mats manufactured for such use). Children wear appropriate protective gear (e.g., helmets, wrist and knee guards).

Create a system for monitoring children during the after-school hours. Use walkie-talkies and floating staff. Schedule activities in close proximity to one another and to restrooms. Limit the number of available entrances to the building.

17. The program provides an environment that protects and enhances the health of children and youth.

- The indoor and outdoor facilities are clean.
- There are no observable health hazards in the indoor or outdoor space.
- There are adequate supplies and facilities for hand washing.
- The heat, ventilation, noise level, and light in the indoor space are comfortable.

Ideal:

The standard adequately identifies the ideal situation for a school setting.

Realities and Challenges:

When there are multiple users of one facility, proper maintenance on a timely basis is not always possible.

Solutions and Benefits:

As part of their daily routine, staff should do a quick inspection of areas used by the after-school program and provide clean up as needed to protect the health of other children (e.g., bloody noses, broken glasses, messy toilet). Supplies for clean up should be stored in spaces accessible to program staff.

Staff need to be trained on current health standards and practices appropriate for school-age children.

18. The program staff try to protect and enhance the health of children and youth.

- Staff are responsive to the individual health needs of the children.
- Staff protect children from communicable disease by separating children who become ill during the program.
- Staff protect children from potential hazards such as caustic or toxic art materials and cleaning agents, medications, hot liquids, and overexposure to heat or cold.
- Staff and children wash hands frequently, especially after using the toilet and before preparing food.

Ideal:

The program has a manual, handbook, and/or guidelines for appropriate healthy behavior available to staff at all times.

Extra supplies are always available to staff to ensure that healthy behavior on the part of children and staff.

Staff models appropriate healthy behavior.

Realities and Challenges:

With high turnover, not all staff will receive appropriate training to promote healthy behavior.

Meeting special health needs of some children can be challenging.

Children and staff will not always follow appropriate health practices, such as washing hands.

Solutions and Benefits:

Staff should be well trained to respond to the health needs of children, including communicable disease potential, how to recognize signs of child abuse and neglect, and how to seek appropriate help for the child.

Ask the school health nurse to provide staff training about healthy behavior practices.

Post health regulations for the after-school program in a visible location.

Registration procedures should require parents to provide a health profile plan to help staff understand and respond appropriately to the special needs of their children.

Make washing hands a routine part of the program activities.

19. Children and youth are carefully supervised to maintain safety.

- Staff make a note of when children arrive, when they leave, and with whom they leave.
- Staff know where children are and what they are doing.
- Staff members supervise children appropriately according to ages, abilities and needs.
- Staff closely supervise activities that are potentially harmful.

(Please refer to comments on Standards 9, 10, 11, and 16)

20. The program serves foods and drinks that meet the needs of children and youth.

- The program serves healthy foods.
- Drinking water is readily available at all times.
- The amount and type of food offered is appropriate for the ages and sizes of the children.
- Snacks and meals are timed appropriately for children.

Ideal:

Staff members model and promote healthy nutritional practices.

Realities and Challenges:

Healthy snacks are not always served because of limited resources or awareness.

Vending machines with junk food are available to children and youth.

Solutions and Benefits:

Stock vending machines with healthy snacks and move vending machines with junk food to less accessible places.

Train staff to provide healthy snacks for children in the program. Foods high in fats, salts, and sugars are limited. Staff serves fruit juices and milk instead of fruit drinks and soda. Include options for children with special dietary needs. The program offers food to children who forget food or bring only junk food from home. Staff support children's need to self-regulate the amount they eat.

Integrate a health and nutrition workshop for children as an after-school activity. Include children in decision-making about the snacks that are served.

ADMINISTRATION

21. Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.

- Staff/child ratios vary according to the ages and abilities of children. The ratio is between 1:10 and 1:15 for groups of children age 6 and older. The ratio is between 1:8 and 1:12 for groups that include children under age 6.
- Staff/child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed 30.
- There is a plan to provide adequate staff coverage in case of emergencies.
- Substitute staff are used to maintain ratios when regular staff are absent.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
Constraints may prevent hiring of sufficient and qualified staff to support the ratio. Priorities may be placed in other areas.

Children and youth not registered for the program may drop in after school, thereby exceeding the staff/child ratio or group size and creating safety and liability issues.

Solutions and Benefits:
Creative scheduling helps meet the appropriate staff/child ratios. For example, schedule activities with high and low staffing needs at the same time.

If staffing is a constraint to maintaining ratios, younger children should receive priority for lower ratios.

Children and youth should be pre-registered in the program. Maintain a daily roster and attendance system.

Maintain an emergency staffing system or rotate volunteers and staff who are on call as needed.

Maintain a regular volunteer team for the program.

Raise additional funds for staffing that provides adequate staff/child ratios.

22. Children and youth are supervised at all times.

- Children's arrivals are supervised.
- Children's departures are supervised.
- Staff has a system for knowing where the children are at all times.
- Staff plans for different levels of supervision according to the level of risk involved in an activity.

Ideal:
Knowing where children are at all times is non-negotiable, standard, and critical.

Realities and Challenges:
Since a number of adults are responsible for children (e.g., teachers, program staff, bus drivers, and parents), clear communication about responsibilities for departures, arrivals, and whereabouts at all times can be challenging.

Solutions and Benefits:
Design a communication system to monitor arrivals, departures, and whereabouts of children at all times. This communication system should include parents, teachers, program staff, and bus drivers. Cell phones and walkie-talkies are particularly useful for communicating with bus drivers. Include follow-through for locating children when a change in routine has occurred.

23. Staff support families' involvement in the program.

- There is a policy that allows family members to visit any time throughout the day.
- Staff offer orientation sessions for new families.
- Staff keep families informed about the program.
- Staff encourage families to give input and to get involved in program events.

Ideal:
Families feel welcome to visit, participate, and provide input on a regular basis.

A clear policy exists for the role of families in visiting the program.

Families regularly participate in a variety of program events.

(Continued)

Realities and Challenges:
Parents have many demands competing for their time (e.g., work, home, and community involvement) that may make it difficult to participate in the program.

Parents work and/or may have differing abilities to donate skills or resources to the program. They may not feel comfortable participating or visiting the program.

Parents may not attend orientation sessions for new families, and may not know about other ways of staying informed about the program.

Written materials for parents may not be in a family's home language.

Solutions and Benefits:
Honor time, talent and resources from families. Involvement of families can be at a variety of levels. Provide families with opportunities to participate in field trips.

Hold family nights for family participation, family-related activities, and entertainment by children.

Offer support workshops for family members.

When parents register children for the program, explain how they can be involved and how they can receive regular information about their child. Prepare regular parent packets that are culturally sensitive and made available at various locations (e.g., school, program, and bus stop).

Employ personal contact to disseminate information, especially for families where literacy may be an issue.

24. Staff, families, and schools share important information to support the well being of children and youth.

- Program policies require that staff and family members communicate about the child's well-being.
- Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.
- Staff and families share information about how to support children's development.
- Staff and families join together to communicate and work with the schools.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
Families may be reluctant to share certain personal information.

Staff and families may have different priorities (e.g., varying time constraints/commitment, resources, and different ways of communicating).

Solutions and Benefits:
Staff maintain a prioritized list of information they routinely share with family members (e.g., schedule changes, accidents, injuries, achievements).

Staff balance respect for a family's privacy with the needs of their child.

Give staff and families opportunities to provide input into policies and program development.

Set aside time for a staff member to liaison with families and school, or hire school personnel to facilitate the linkages.

25. The program builds links to the community.

- Staff provide information about community resources to meet the needs of children and their families.
- The program develops a list of community resources. The staff draws from these resources to expand program offerings.
- The staff plan activities to help children get to know the larger community.
- The program offers community-service options, especially for older children.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

(Continued)

Realities and Challenges:
Time, personnel, and resource constraints are involved in gathering information to be shared with children and families.

Solutions and Benefits:
Connect with school staff, local information sources (e.g., Chamber of Commerce, local library), and local government officials who may already have compiled useful information (e.g., home health services).

Provide a workshop for staff on how to access resources in the community.

Conduct a community-mapping project with adults and children. Provide a database of community and individual resources. Include a shared understanding of the history of children and youth opportunities in the community.

Provide job-shadowing opportunities as an after-school activity.

Older children can participate in after-school activities as mentors and tutors to younger children.

Build links to social service agencies, where possible, so most services are brought to the program.

26. The program's indoor space meets the needs of staff.

- There is enough room in the indoor space for staff to plan various program activities.
- Staff has access to adequate and convenient storage.
- The indoor space meets or exceeds local health and safety codes.
- Written guidelines are in place regarding the use and maintenance of the program facility.

(Please refer to comments on Standards 9 and 10)

27. The outdoor space is large enough to meet the needs of children, youth, and staff.

- There is enough room in the outdoor space for all program activities.
- The outdoor space meets or exceeds local health and safety codes.
- Staff use outdoor areas to provide new outdoor play experiences.
- There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

(Please refer to comments on Standard 11)

28. Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.

- Staff ask children to share their ideas for planning so that activities will reflect children's interests.
- The program's daily activities are in line with its mission and philosophy.
- Staff keep on file their records of activity planning.
- Staff plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
There may be very few program offerings because staff creativity and children's experiences are limited.

Daily activities may prevent staff from being reflective about program activities and whether these activities are meeting the goals of the program.

Staff may not know how to keep adequate records of activity planning.

Solutions and Benefits:
Staff regularly involve children in planning for snacks, daily activities, and special events. Staff asks children to help select new materials, supplies, and equipment. Staff plan activities that reflect the cultures of children.

Staff keep written plans with clearly stated goals, and regularly evaluate whether program activities and program mission are aligned.

Uniform records of activities and program assessments are maintained and accessible to all staff and substitutes.

Staff members understand, are aware of, and embrace cultural differences in children. Staff members regularly choose materials that reflect various cultural traditions.

29. Program policies and procedures are in place to protect the safety of the children and youth.

- Staff and children know what to do in case of general emergency.
- The program has established procedures to prevent accidents and manage emergencies.
- The program has established policies to transport children safely; it complies with all legal requirements for vehicles and drivers.
- A system is in place to prevent unauthorized people from taking children from the program.

Ideal:

Written program policies and procedures are in place to protect the safety of children and youth.

Staff know what to do in the case of general emergency.

Staff prevent and manage emergencies.

Principals and program staff work together to creatively address transportation issues, both to transport children to existing programs and to bring children to a central school location when programs are not in their neighborhood.

Realities and Challenges:

Sometimes the primary caregiver (e.g., parent) will send someone else to pick up their child. Parent schedules may change unexpectedly, and there may not be sufficient time to inform staff appropriately about who will pick up their child.

Solutions and Benefits:

Children should practice fire drills and other emergency procedures at the program.

The program administrator should coordinate with the principal to ensure that established school procedures are followed.

Have fire departments and emergency squads visit the program to review procedures.

Make sure children with medical needs have appropriate supplies while they are participating in the program. Ensure staff is trained to deal with children's medical needs.

Limit the number of entrances to program space and, when possible, place staff near entrances.

Staff should know who is authorized to pick up each child. Staff should be trained to skillfully handle a person who attempts to pick up a child without proper authorization.

30. Program policies exist to protect and enhance the health of all children and youth.

- There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.
- There are written policies and procedures to ensure the health and safety of children.
- No smoking is allowed in the program.
- Staff are always prepared to respond to accidents and emergencies.

Ideal:

The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:

Limited funds can prevent staff access to professional development on health and safety practices.

Staff members do not always adhere to a no-smoking policy.

School policies and program policies are not always aligned.

Solutions and Benefits:

Require program staff to adhere to the school policy on smoking.

Work cooperatively with schools to share the costs of providing first aid/CPR training.

Program and school are clear about roles and responsibilities and who carries the liability insurance.

While school-run programs are exempt from licensing, a school-based program may choose to become licensed or to use licensing requirements to ensure that minimum standards are met.

31. All staff are professionally qualified to work with children and youth.

- Staff meet the requirements for experience with school-age children in recreational settings.
- Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school-age childcare and relevant to their particular jobs.
- Staff meet minimum age requirements.
- Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise children.

Ideal:
Qualified staff members demonstrate commitment to working together, sharing knowledge and skills, and promoting children's development.

Realities and Challenges:
Low wages and part-time hours often contribute to high staff turnover.

School-age childcare is a relatively new field with a fledgling sense of its own professionalism, no distinct pre-service training, and very few career development opportunities.

Finding culturally and linguistically qualified staff is often a challenge.

School staff and part-time program staff who both work in the after-school program are often compensated at different rates.

Solutions and Benefits:
The program administrator guides and supports staff by outlining current strengths and skills, setting realistic goals, and devising a development plan that includes training and other professional support.

The program staff and administrator work together to create the best possible compensation package to reduce turnover and unequal pay among school and program staff.

Staff who supervise children will be at least age 18, undergo a criminal record check, and have experience with school-age children or formal training in child development, recreation, education, or social work.

Staff receive at least 10 hours of inservice training a year, increasing their knowledge of child development, guiding behavior, working with families, planning and carrying out activities, identifying and reporting child abuse and neglect, and working with special needs children.

Staff meet regularly to celebrate successes and discuss concerns and issues regarding children in the program.

Staff participate in a program evaluation at least once a year and help set future goals.

32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.

- A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.
- Written personnel policies are reviewed with staff.
- Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff. This includes a review of how to handle school-related issues.
- New staff are given a comprehensive orientation to the program's philosophy, routines, and practices. They are personally introduced to the people with whom they will be working, including school personnel.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
When there is a short time frame for hiring staff, it is not always possible to give a thorough orientation.

Solutions and Benefits:
Provide new hires with a complete manual of policies and procedures. Summarize the most important points in the introduction to the manual. Compile a written list of the most important points about school relationships and share it with new staff members.

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33. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job.

- Staff receives training in how to work with families and how to relate to children in ways that promote their development.
- Program directors and administrators receive training in program management and staff supervision.
- Staff receives training in how to set up program space and design activities to support program goals.
- Staff receives training in how to promote the safety, health, and nutrition of children.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
Budget constraints limit time and access to adequate training.

Staff members are often part-time and may have other responsibilities that prevent them from attending training.

Programs may not have training expertise or resources.

Staff members who come with no related academic background or experience need a more extensive inservice plan.

Solutions and Benefits:
The school and the program may share training opportunities available to school and after-school staff.

Training must be ongoing and accessible to part-timers. Videotapes of training might be made available to those who cannot attend.

With proper notice to families, programs can be closed temporarily to meet inservice training needs.

Staff can be given paid release time and substitutes can be hired to ensure training attendance.

Collaborate with NSACA affiliates or related groups and attend their training and conferences.

Contact local colleges and universities about any relevant courses they may offer.

34. Staff receive appropriate support to make their work experience positive.

- The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover.
- Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also give paid breaks and paid preparation time.
- Staff are given ample time to discuss their own concerns regarding the program.
- Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis.

Ideal:
The standard above adequately identifies the ideal situation for a school setting.

Realities and Challenges:
Staff do not receive adequate pay and/or benefits.

Many program administrators do not have personnel and/or fiscal management skills.

There is often a disparity between salaries paid to program staff and salaries paid to school staff working in the after-school program.

Solutions and Benefits:
Principals and program administrators can collaborate to create a plan for improving recruitment and retention practices, including the management and reduction of turnover, and increasing wages, benefits, and full-time opportunities.

Explore ways of creating full-time blended jobs (e.g., liaison between school and after-school program).

35. The administration provides sound management of the program.

- The budget supports the program's goals.
- The administration oversees the recruitment, training and retention of program staff.
- The director involves staff, board, families, children, and community members in both long-term planning and daily decision-making.
- Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.

Ideal:
In addition to the above, the program administrator is trained in personnel and fiscal management.

(Continued)

Realities and Challenges:
One of the greatest challenges is developing a budget that enhances program quality while ensuring accessibility and affordability for the families served.

Low salaries, part-time work, and no visible career ladder can create ongoing personnel problems.

Solutions and Benefits:
When the entire community is involved in decision making and planning, programs are more likely to gain support and resources.

Reduce program expenses with direct or in-kind support for rent, utilities and maintenance, equipment and supplies, transportation, legal costs, and marketing.

Moderate parent fees by expanding income sources to include:

- Reimbursement of food costs for eligible families through USDA's child care food program;
- Local public support from youth and family services, recreation departments, and community block grants;
- State and federal funding;
- Private support from foundations, civic and charitable organizations, and corporations; and
- Traditional fund raising conducted by staff, parents, and children.

Fee structures must be affordable and can be supported through subsidies from government sources, or scholarships made possible by parent contributions and private support. Some subsidies require licensing.

36. Program policies and procedures are responsive to the needs of children, youth, and families in the community.

- A written mission statement sets forth the program's philosophy and goals.
- The program makes itself affordable to all families by using all possible community resources and sources of subsidy.
- The program's hours of operation are based on families' needs.
- It is the program's policy to enroll children with special needs.

Ideal:
The primary program objective is to support families' primary responsibilities for raising their children.

Realities and Challenges:
Time and available staff limit opportunities to explore potential community resources and sources of subsidies.

Possibilities for additional funding and resources may not exist in some communities.

It is not always possible to make programs affordable for all families.

There may not be sufficient staffing and resources available to keep schools open as long as families need.

Sufficient qualified staff members are not available to work with the increasing numbers of special-needs children.

Solutions and Benefits:
Work with the entire community to prioritize potential funding sources at the local, state, and federal levels, as well as among private foundations, businesses, and individuals.

Survey community and parents to determine the ability to pay for after-school programs. Collaborate with businesses to provide scholarships for children.

Rotate children through the program on alternate days to give as many children as possible the opportunity to participate.

Train staff to identify children with special needs and implement solutions to accommodate them in the program. Work with local and state governments to identify agencies that can provide resources or staff to work with children who have high special needs.

APPENDIX D

California Department of Education Indicators and Measures of Desired Results

Following are selected examples from the Indicators and Measures of Desired Results, a work in progress by the California Department of Education (CDE), Child Development Division. This project was begun by the CDE to move from a process-oriented compliance model toward a focus on the results desired from the system, supported by measurable program performance standards. This approach is designed to be compatible with CDE's accountability system for elementary and secondary education.

NAESP appreciates the assistance of Dr. Barbara Metzuk, consultant to the Child Development Division of the State of California Department of Education, in providing these examples.

Children show interest in real-life mathematical concepts

TABLE I
Indicators and Measures of Desired Results for School Age Children (California Department of Education, Draft June 1999)

	5-7 years, 11 months	8-10 years, 11 months	11-14 years
Number concepts (knowledge and use of numbers for counting and other math operations)	Understands numbers and simple operations, and uses math manipulatives, games, toys, coins in daily activities (e.g., adding, subtracting) Counts to 30 using objects	Engages in complex games using higher order math and/or problem-solving skills (e.g., checkers, Uno) Uses math operations and numbers in everyday experiences (e.g., is able to buy items on own and assess if he/she has the right change, uses calculator	Engages in increasingly complex games using higher order math skills (e.g., chess, Mancala, card games, complex computer games) Uses grade level math operations and numbers in everyday experiences (e.g., plans a budget for a complex activity, uses coupons, participates in fundraising, works within money limits)
Measurement, order, and time (knowledge and use of different quantitative concepts, spatial relations, categorizing and sequencing)	Uses measurement in a variety of ways with adult supervision (e.g., cooking, gardening, estimating and measuring distance and weights) Groups objects and individuals in multiple ways (e.g., "She's shorter than I am even though she's older than I am.") Tells time from a clock (e.g., "My dad said he would pick me up at 4:00 p.m. That is in one hour.") Names the days of the week and months of the year. Understands that weather and activities differ by seasons (e.g., school is out in the summer)	Uses measurement in a variety of ways with minimal adult supervision (e.g., cooking, gardening, estimating and measuring distances and weights, sewing) Orders objects without the objects being present (e.g., thinks about who is the oldest in their family)	Engages in increasingly complex games using higher order math skills (e.g., chess, mancala, ad games, complex computer games) Uses grade level math operations and numbers in everyday experience (e.g., plans a budget for a complex activity, uses coupons, participates in fundraising, works within money limits) Uses measurements in a variety of ways without adult supervision (e.g., cooking, gardening, estimating and measuring distances and weights, sewing) Orders things he or she cannot see (e.g., talks about distances of foreign countries, creates timeline of personal family history) Talks about own future in school and career (e.g., "I'm going to take a lot of science courses so I can be a chemist.")
Math concepts (development in concepts of geometry (shapes and spatial relationships), classifications probability, statistics)	Classifies objects or people according to multiple categories (e.g., both color and shape) Applies geometric concepts to age-appropriate games (e.g., four-square, handball, Carroms) Describes concept of space (e.g., knows it's far to Grandma's house, asks about distances on outings) Plays simple probability games (e.g., checkers) Collects information about objects and events and records results using pictures, tables, or picture graphs (e.g., graphs growth of plant by showing number of days and height of plant)	Classifies objects or people according to more sophisticated categories (e.g., blended families, second cousins, "She's my aunt although we're the same age," can draw a family tree) Applies geometric concepts in age-appropriate games (e.g., soccer, baseball, Go) Demonstrates more advanced spatial understanding (e.g., draws map of neighborhood, understands it's a long way from Washington to Los Angeles) Plays more complex probability games (e.g., chess, Othello, Battleship)	Applies geometric concepts (e.g., origami, pool, bowling, can draw to scale) Gains mastery of probability games like chess and checkers, calculates and predicts sports scores and ratings)

TABLE II
Indicators and Measures of Desired Results for School Age Children
(California Department of Education, Draft June 1999)

	5-7 years, 11 months	8-10 years, 11 months	11-14 years
Children show self-awareness and a positive self-concept			
Self-awareness (dependence and interdependence, understanding that one's self is a separate being with an identity of its own and with connectedness to others)	Identifies self as a member of multiple groups such as gender, cultural, linguistic, school or community groups (e.g., "I go to Ohlone Elementary School and I live in East Palo Alto")	Identifies the uniqueness of the peer group, personal connectedness to the group, and own uniqueness within the group (e.g., "I'm the goalie on my soccer team and it's my job to keep the ball out of the goal," "I belong to the computer club and it's my job to make sure the computers are shut down")	Selects constructive instead of destructive behaviors in the group (e.g., "I can be a better athlete if I don't smoke")
Self-concept (independence, development in knowing and valuing self, growing ability to make independent decisions and choice. From 8-35 months the listed measures are precursors to self-concept. After age 3, self-concept becomes more of an awareness of self in relation to others)	Communicates that he/she is good at some things and not good at others (e.g., "I am good at running, but not so good at hitting the ball")	Makes independent decisions based on his/her choices (e.g., chooses a quiet activity while peers engage in an interactive game)	Able to provide assistance to younger children (e.g., tutoring, babysitting, coaching, etc.) Recognizes and seeks to balance demands of family, peers, and society while establishing his/her own individuality (e.g., family expects participation in traditional celebrations to the automatic exclusion of peer activities; sport coaches expect attendance at every practice, conflicting with family responsibilities)
Children demonstrate effective social and interpersonal skills Interactions with adults (social referencing, secure base, familiar/unfamiliar, and seeking adults for help)	Seeks adult help after trying to resolve conflict or problem on their own (e.g., "Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won't stop")	Asks adult for assistance interpreting rules for game or other activity (e.g., asks if a "king" in checkers is allowed to move forward and backward)	Shows ability to negotiate with adults to find solutions (e.g., helps to make rules about conduct) Displays more tact in interactions with less familiar adults than in interactions with more familiar adults (e.g., being especially polite or helpful with new caregiver or special visitor) Approaches adult in confidence (e.g., shares personal concerns such as, "My friend is using dope. I don't know what to do.")
Interaction with peers (social interaction, friendship, empathy, participation in groups, cooperation and negotiation)	Forms several friendships with peers Participates in cooperative group efforts (e.g., group project or game, dramatic play, taking turns, organized play and games with specified or invented rules) Expresses empathy or caring for others who may not be immediately present (e.g., shows sympathy for homeless or sick children upon hearing a news story about them)	Forms several friendships with peers Interacts easily and cooperatively with one or more children (e.g., gives suggestions, receives assistance) Listens to others and participates in group efforts, recognizing peer opinions other than own (e.g., supports another child's idea for a group project or game) Participates in discussions that lead to group resolutions (e.g., talks about who wants to do what on a group project or activity) Shows and demonstrates empathy for a friend	Forms several friendships with peers Organizes group activities with peers, using adults for resources only (e.g., informal games) Resolves conflicts through compromising and "talking about it" with peers (e.g., asks another student to lower voice or move to another part of the room so that he/she can hear the radio better) Generates resolutions with peers that are usually reasonable and often fair (e.g., agrees on rules) Demonstrates that he/she values others' feelings and needs before his/her own (e.g., willingly accepts younger or less talented players on team to make both sides more evenly matched)

Children demonstrate emerging literacy skills

TABLE III
Indicators and Measures of Desired Results for School Age Children (California Department of Education, Draft June 1999)

	5-7 years, 11 months	8-10 years, 11 months	11-14 years
Reading skills (letter decoding, phonemic awareness, reading comprehension, and understanding the purpose, function and use of written materials and storytelling)	Summarizes what he/she has read Verbally creates and tells stories Acts out own stories with beginning, middle, and end Uses letter sound associations, word parts, and context to identify new words (e.g., "I know that word because the first letters spell *pop* and the other letters spell *corn*. It's *popcorn*.") Reads grade level 3 materials with supervision. Reads simple words that are not easily decoded but which occur frequently (e.g., the, might, could, would, etc.) Uses strategies such as rereading, questioning, or predicting to comprehend (e.g., "Who do you think is going to win the race? I think the cheetah will because cheetahs run really fast.")	Reads for meaning in real-life situations (e.g., game instructions, recipes) Adapts a written story to present before an audience Reads at or above grade level Able to read books with complicated plots and chapters Uses word identification strategies appropriately and automatically when encountering unknown words (e.g., "*Humongous* must mean big because the paragraph describes a giant") Makes critical connections between texts and life (e.g., "*Beezus and Ramona* is about sisters getting along and *Fudge* is about brothers getting along")	Sees literature as a vehicle for learning as well as enjoyment (e.g., uses library to acquire information for a report, reads favorite authors for pleasure, writes and stages original plays) Uses reading as part of everyday activities (e.g., reading manuals, assembly instructions) Reads at or above grade level
Interest in books and other written materials (interaction with written materials for pleasure and learning)	Looks for books related to interests Enjoys being read to over extended periods of time (e.g., chapter books) Shares or discusses books with peers	Uses library actively (e.g., for seeking out pleasure books or books according to interests, for research or reports) Able to read to others Reads for fun (e.g., reads all the books in the *Goosebumps* series, collects baseball cards and memorizes all stats)	Makes connection between personal experiences and literature (e.g., "The girl in the book asked the same questions that I have asked about the universe") Reads in-depth in areas of self-choice (e.g., reads specific authors, book series, or topics for recreation and enrichment) Able to help/tutor children with their reading/written work
Writing (knowledge and use of symbolic representation of information, ideas, and emotions through recorded language)	Uses written language to express thoughts and interests Uses written words within context of play (e.g., writes signs such as "club members only")	Uses written language in many different forms to express opinions and communicate with others (e.g., stories, poems, journals, reports) Uses the writing process (e.g., for completion of assigned homework, to rewrite flyer for center activity)	Knows how to use written language to persuade or convince others (e.g., writes letter to school principal about policy) Writes, illustrates, and publishes own stories, articles, plays, or poems, displaying use of advanced skills in writing and presentation

Children demonstrate an increased proficiency in motor skills

TABLE IV
Indicators and Measures of Desired Results for School Age Children (California Department of Education, Draft June 1999)

	5-7 years, 11 months	8-10 years, 11 months	11-14 years
Gross motor skills (ability to maintain stability in various positions (balance) and to move from one position to another (positional change))	Shows appropriate increasing ability in gross motor eye-hand and body movement coordination (e.g., dribbles a basketball, kicks a soccer ball in right direction)	Participates in more complex activities exhibiting coordination in body movement in increasingly complex gross motor tasks (e.g., makes a basketball shot from the foul line, dribbles soccer ball without losing control)	Participates in more complex activities exhibiting body movement coordination demonstrating ability to assess, plan, and execute appropriate motor tasks (e.g., makes a "hook shot" while playing basketball, uses multiple body parts to stop a soccer ball)
Fine Motor Skills (eye-hand, or skilled sensory, coordination to implement goal-directed fine motor movements)	Uses writing and drawing tools with confidence and control Uses strength and control to perform complex fine motor tasks, as appropriate to age and physical maturity (e.g., cuts with scissors, builds structure with Legos, weaves, moves a mouse on the computer, uses joystick with computer game) Shows increasing ability in fine motor eye-hand coordination (e.g., bead work, drawing using different media such as chalk, paint, or paper)	Demonstrates increasing ability in eye-hand coordination (e.g., does calligraphy, knits, weaves, keyboarding) Exhibits coordination in body movements in increasingly complex fine motor tasks (e.g., needlework, taking apart clocks and radios, building airplane models)	Uses tools creatively with confidence and control (e.g., graphics, pottery, woodworking) Demonstrates ability to work in different media with confidence and control (e.g., tie dye, photography, hair braiding, origami)

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FURTHER READING

The following resources are offered as a sample of the many resources available on this subject. This listing does not constitute an endorsement by the National Association of Elementary School Principals.

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ORGANIZATIONAL RESOURCES

Action for Children
78 Jefferson Avenue
Columbus, OH 43215
(614) 224-0222
www.childcare-experts.org

The AFL-CIO Working Women's Department
815 16th Street, NW
Washington, D.C. 20006
(202) 637-5064
www.aflcio.org/women

America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202
(202) 401-8888
(800) USA-LEARN
www.ed.gov/inits/americareads

America's Promise: The Alliance for Youth
909 North Washington Street
Alexandria, VA 22314-1556
(800) 365-0153
(703) 684-4500
www.americaspromise.org

American Library Association
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
(312) 944-6780
www.ala.org

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, D.C. 20525
1-800-94-ACORPS
www.americorps.org

American Youth Policy Forum
1836 Jefferson Place
Washington, D.C. 20036
202-775-9731
www.aypf.org

Association of Science-Technology Centers
Youth Alive Initiative
1025 Vermont Avenue, NW, Suite 500
Washington, D.C. 20005-3516
(202) 783-7200
www.astc.org

ASPIRA Association, Inc.
1444 I Street NW
Suite 800
Washington, D.C. 20005
(202) 835-3600
www.incacorp.com/aspira

Association of Junior Leagues International
660 First Avenue
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(212) 683-1515
www.ajli.org

Beacon Schools
Fund for the City of New York
121 6th Avenue
New York, NY 10013
(212) 925-6675
www.fcny.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000
www.bsa.scouting.org

Bridges to Success
United Way of Central Indiana
3901 N. Meridian
Indianapolis, IN 46208
(317) 921-1283
www.uwci.org

California Department of Education
Child Development Division
560 J Street, Suite 220
Sacramento, CA 95814
(916) 323-1313

CampFire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
www.campfire.org

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-565
Phone: (810) 238-5651
www.mott.org

Center for Community Partnerships
University of Pennsylvania
3440 Market Street, Suite 440
Philadelphia, PA 19104
(215) 573-2096
www.upenn.edu/ccp

Center for Creative Education
3359 Belvedere Road, Suite 5
West Palm Beach, FL 33406
(561) 687-5200

Center for the Study and Prevention of Violence
University of Colorado, Campus Box 442
Boulder, CO
(303) 492-1032
www.colorado.edu/cspv

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd Street NW, Suite 400
Washington, D.C. 20037
(202) 884-8000
www.aed.org

Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001
(212) 239-0138
www.usakids.org/sites/ccac.html

Child Care Aware
2116 Campus Drive, S.E.
Rochester, MN 55904
(800) 424-2246

Children's Aid Society
105 E. 22nd Street
New York, NY 10010
(212) 949-4917
www.childrensaidsociety.org

Children's Defense Fund
25 E Street NW
Washington, D.C. 20001
(202) 628-8787
www.childrensdefense.org

CityKids Foundation
57 Leonard Street
New York, NY 10013
(212) 925-3320
www.citykids.com

Collaborative Leaders Program
Institute for Educational Leadership
1001 Connecticut Avenue NW, Suite 310
Washington, D.C. 20036
(202) 822-8405
www.iel.org

Community Schools Coalition
Institute for Educational Leadership
1001 Connecticut Avenue, Suite 310
Washington, D.C. 20036
(202) 822-8405
www.iel.org

Communities in Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
(703) 519-8999

Community Solutions for Children
P.O. Box 10773
Bainbridge Island, WA 98110
(206) 855-9123
E-mail: nissanih@seanet.com

Conference Board
845 Third Avenue
New York, NY 10022-6679
(212) 759-0900
(212) 980-7014 (fax)
www.conference-board.org

The Congress of National Black Churches, Inc.
1225 Eye Street NW, Suite 750
Washington, D.C. 20005-3914
(202) 371-1091
www.cnbc.org

Cross Cities Campaign for Urban School Reform
407 S. Dearborn Street, Suite 1725
Chicago, IL 60605
(312) 322-4880

Council of Chief State School Officers
One Massachusetts Avenue NW
Suite 700
Washington D.C. 20001
(202) 408-5505

Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606-5300
(510) 533-0213

DeWitt Wallace-Reader's Digest Fund
Two Park Avenue
New York, NY 10016
(212) 251-9800
www.wallacefunds.org/dewitt

Explore
4900 Wetheredsville Road
Baltimore, MD 21207
(410) 448-9930

Families and Work Institute
330 Seventh Avenue
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family Resource Coalition of America
20 North Wacker Drive, Suite 1100
Chicago, IL 60606
(312) 338-0900
www.frca.org

Fight Crime: Invest in Kids
1334 G Street NW
Washington, D.C. 20005-3107
(800) 245-6476
www.fightcrime.org

Food Research Action Center (FRAC)
1875 Connecticut Avenue NW
Washington, D.C. 20009
(202) 986-2200

Foundation for Excellent Schools
RD 4, Box 480
Middlebury, VT 05753
(802) 462-3170
www.fesnet.org

Foundations, Inc.
821 Eastgate Drive
Mount Laurel, NJ 08054
(609) 727-8000

Georgia School Age Care Association
246 Sycamore Street, Suite 252
Decatur, GA 30030
(404) 373-7414
E-mail: gsaca@aol.com

Girl Scouts of the USA
420 Fifth Avenue
New York, NY 10018-2702
(800) 247-8319
www.girlscouts.org

Girls, Inc. National Headquarters
120 Wall Street
New York, NY 10005
(212) 509-2000
www.girlsinc.org

Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
(217) 384-4118

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617) 373-2595
www.resp-ed.org

Interfaith Areas Foundation of Texas and the Southwest
1106 Clayton Lane, Suite 120W
Austin, TX 78723
(512) 459-6551

International Youth Foundation
32 South Street, Suite 500
Baltimore, MD 21202
(410) 347-1500
E-mail: youth@iyfnet.org

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719) 540-8000
www.ja.org

Kaplan Educational Centers
888 Seventh Avenue
New York, NY 10106
(212) 707-5287

League of Women Voters Education Fund
1730 M Street NW
Washington, D.C. 20036
(202) 429-1965
www.lwv.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue NW
Washington, D.C. 20525
(202) 606-5000
www.cns.gov

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2808
www.fourhcouncil.edu

National Assembly
1319 F Street NW
Washington, D.C. 20004
(202) 347-2080
www.nassembly.org

National Association of Child Care Resources and Referral Agencies
1319 F Street NW, Suite 810
Washington, D.C. 20004
(202) 393-5501
www.childcarerr.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
(561) 844-1823
E-mail: copnkid1@aol.com

National Center for Child Care Workforce
733 15th Street, NW, Suite 800
Washington, D.C. 20005-2112
(202) 737-7700
www.ccw.org

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

National Center for Schools and Communities
Fordham University
33 W. 60th Street, 8th Floor
New York, NY 10023
(212) 636-6699

National Child Care Information Center
243 Church Street
2nd Floor
Vienna, VA 22180
(800) 616-2242

National Coalition of Hispanic Health and Human Service Organizations
1501 16th Street NW
Washington, D.C. 20036
(202) 387-5000
www.cossmho.org

National Coalition of Community Foundations for Youth
1000 Broadway, Suite 302
Kansas City, MO 64105
(816) 842-4246
E-mail: ccfy@ccfy.org

National Collaboration for Youth
1319 F Street NW
Washington, D.C. 20004
(202) 347-2080
www.nydic.org

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.org

National Federation of State High School Associations
PO Box 20626 (64195-0626)
11724 NW Plaza Circle
Kansas City, MO 64153
(816) 464-5400
www.nfhs.org

National Guild of Community Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
(201) 871-3337
www.natguild.org

National Helpers Network
245 Fifth Avenue, Suite 1705
New York, NY 10016
(212) 679-2482
www.helpnet@igc.apc.org

National Institute on Out of School Time
The MOST Initiative
Center for Research on Women
Wellesley College
Wellesley, MA 02181-8259
(781) 283-2547
www.wellesley.edu/WCW/CRW/SAC

National Network for Youth
1319 F Street NW, Suite 401
Washington, D.C. 20004
(202) 783-7949
www.NN4Youth.org

National Governor's Association
Hall of States
444 North Capitol Street NW
Suite 267
Washington, D.C. 20001
202-624-5300
www.nga.org

National Peer Helpers Association
PO BOX 2684
Greenville, NC 27836-0684
(252) 522-3959
www.peerhelping.org
E-mail: nphaorg@aol.com

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
(312) 670-6782
www.pta.org
E-mail: info@pta.org

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-0784

National School-Age Child Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Ten Point Leadership Foundation
411 Washington Street
Dorchester, MA 02124
(617) 282-6704

National Urban League
Time to Beat the Street
Office of Development
120 Wall Street
New York, NY 10005
1-888-326-9688
www.nul.org

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite Two
Raleigh, NC 27607-6704
(919) 515-9397
www.ncsu.edu/cpsv

Open Society Institute
New York After-School Programs
400 West 59th Street
New York, NY 10019
(212) 548-0600 or (212) 757-2323

Pacific Institute for Community Organizing (PICO)
171 Santa Rosa Ave
Oakland, CA 94610
(510) 655-2801

Parents United for Child Care
30 Winter Street
Boston, MA 02108-4720
(617) 426-8288

Partnership for Afterschool Education (PASE)
120 Broadway
Suite 3048
New York, NY 10271
(212) 571-2664

Partnership for Family Involvement in Education (PFIE)
U.S. Department of Education
400 Maryland Avenue, SW
Room 5E100, FOB-6
Washington, D.C. 20202
(202) 401-0056
www.pfie.ed.gov

The Rural School and Community Trust
(formerly the Annenberg Rural Challenge)
808 17th Street NW, Suite 220
Washington, D.C. 20006
(202) 955-7177
www.ruraledu.org

Save the Children, U.S. Programs
54 Wilton Road
Westport, CT 06881
(203) 221-4084
www.savethechildren.org

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464
www.schoolagenotes.com

Schools of the 21st Century
Bush Center in Child
Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/bushcenter/21C/

The Search Institute
Thresher Square West
700 S. Third Street, Suite 210
Minneapolis, MN 55416-1138
(612) 376-8955
www.search-institute.org

St. Louis Caring Communities Program
4411 North Newstead
St. Louis, MO 63115
(314) 877-2050

Sylvan Learning Systems, Inc.
1000 Lancaster Street
Baltimore, MD 21202
(410) 843-8000
(888) 7SYLVAN
www.sylvanatschool.com

United National Indian Tribal Youth, Inc. (UNITY)
P.O. Box 25042
Oklahoma City, OK 73125
(405) 236-2800
www.unityinc.org

U.S. Tennis Association (USTA)
70 W. Redoak Lane
White Plains, NJ 10604
(914) 696-7233

United Way of America
701 N. Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

Voyager
1125 Longpoint Avenue
Dallas, TX 75247
(214) 631-0990

Women's Bureau
U.S. Department of Labor
Work and Family Clearinghouse
200 Constitution Avenue NW
Room 3317
Washington, D.C. 20210-0002
(202) 219-4486
gatekeeper.dol.gov/dol/wb/

Work/Family Directions
American Business Collaboration
for Quality Dependent Care (ABC)
930 Commonwealth Avenue
Boston, MA 02215
(800) 767-9863
www.wfd.com

YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606
(312) 977-0031
www.ymca.net

YWCA of the USA
350 Fifth Avenue, 3rd Floor
New York, NY 10118
(212) 273-7800
www.ywca.org

WEB SITE RESOURCES

Benton Foundation Kids Campaign
www.connectforkids.org
An information, knowledge, and action center for adults who want to make their communities work for kids. Explore the pathway with information and resources on after-school time.

C. S. Mott Foundation
www.mott.org
Web site for the C.S. Mott Foundation, a leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative.

ERIC Clearinghouse on Information & Technology
National Library of Education, Department of Education
www.thegateway.org
A one-stop, any-stop access to high-quality Internet lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

The Finance Project
www.financeproject.org/osthome.htm
This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the DeWitt Wallace-Reader's Digest Fund.

Federal Resources for Educational Excellence (FREE)
www.ed.gov/free
Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

Mid-continent Regional Educational Laboratory
www.mcrel.org/programs/21stcentury
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Institute for Out of School Time
www.wellesley.edu/WCW/CRW/SAC
Information about school-age child care from the National Institute for Out-of-School Time at Wellesley College (formerly the School-Age Child Care Project).

National Network for Child Care
www.nncc.org
Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

National Performance Review
www.afterschool.gov
A one-stop shopping Web site for parents, teachers, after-school providers, and kids to learn about after-school resources from many different government and non-profit agencies.

Northwest Regional Educational Laboratory
www. nwrel.org/learns
LEARNS, a program of one of the U.S. Department of Education-funded regional education laboratories, features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education
www.pfie.ed.gov
Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs, and other resources.

University of California at Irvine
Afterschool Learning Programs
www.gse.uci.edu/afterschool/us
Staff training and program resource materials for local projects in California and beyond can be found on this very rich Web site.

U.S. Department of Education
www.ed.gov
The latest information about national education issues, publications, education statistics, and information about the different offices and programs at the U.S. Department of Education. Go to www.ed.gov/offices/OERI/21stCCLC to find out more about the Department of Education's after-school program.

U.S. Department of Health and Human Services
www.hhs.gov
Find out about resources available through this federal agency on their Web site.

U.S. Department of Justice
Justice for Kids and Youth home page
www.usdoj.gov/kidspage
Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1615 Duke Street
Alexandria, Virginia 22314-3483

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